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**IDENTIFIERS** \*Guilford's Structure of Intellect Model

**ABSTRACT**

The document provides lesson plans for strengthening the thought processes, including problem solving and creative abilities, of first and second grade mentally gifted children. The lessons are organized within the five operations of the mind as defined by J. Guilford's Structure of Intellect (SOI): cognition (10 lessons), memory (3 lessons), evaluation (3 lessons), convergent production (7 lessons), and divergent production (21 lessons). All six products of the SOI model (units, classes, relations, systems, transformations, and implications) are considered; however, emphasis is placed on transformations and implications since these two products are seen to clearly relate to the creative process. Diagrammed for lessons in each of the five operations areas are the curricular objective (such as "given a ditto of numbered dots the child will be able to connect all the numbers in correct order"), input (such as "discussion should take place on reading maps"), learning opportunities, media, output, evaluation, and enrichment. Included in the document are mazes, pictures, puzzles, and other worksheets to be duplicated and used with the lessons. (SBH)

\*\*\*\*\*  
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Evaluation

Program



Creative  
Prescriptions  
Unlimited

Grades 1-2



Needs

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EAST WHITTIER CITY SCHOOL DISTRICT

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The learner is an active agent who organizes the world by labeling and grouping, noting, and establishing relationships, and by hypothesizing and predicting. Thus the pupil creates his own world and is not totally dependent upon his world to shape and mold him. Yet, in order to create the kind of environment conducive to learning and mental health, certain conditions are necessary. Those conditions which give rise to productive learning are qualitatively and quantitatively rich experiences; human support and responsiveness to others; and, opportunities for the learner to mediate those experiences through conversation. The school may, and perhaps even must, provide all three of these conditions in order to make possible change in one's cognitive field and in one's behavior.

- Marie Hughes



# East Whittier City School District

## ACKNOWLEDGMENTS

We wish to express sincere appreciation to all those who gave so generously of their time and effort in the preparation and implementation of this creative problem-solving program based on the Structure of Intellect model.

Special thanks goes to the four resource teachers who developed the curriculum for the program:

Janice Allen  
Marilyn Brown  
Helen Clements  
Ardith Johnson

and to the secretaries, Deede Boyer and Selma Bergen, who made rough copy look beautiful.

Much gratitude goes to the hardworking publications staff for their effort and interest in producing this project.

Sincere appreciation goes to the library staff for their help in cataloging and distributing materials.

We wish also to thank the publishers of commercial materials from which we have drawn in developing these lessons. A bibliography of valuable sources appears in the back of this guide.

We are deeply grateful to Bob Fraser, principal of Mar Vista School, and to his staff. Their support and assistance in the initial implementation of the program was outstanding. We wish also to thank the many parent volunteers at Mar Vista School for a very valuable contribution.

Also, we wish to thank the principals and those teachers at Granada School, Scott Avenue School, and C.T. Samuels School who implemented this program into their classrooms during the 1973-1974 school year.

We deeply appreciate the guidance we have received from the consultants on this project:

Dr. Mary N. Meeker  
Director of Training  
for Psychologists and Psychometrists  
Loyola University  
Los Angeles, California

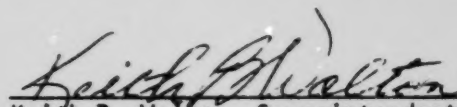
Dr. Ralph Hoepfner  
Director  
Educational Evaluation Association  
UCLA  
Los Angeles, California

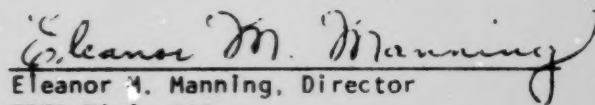
and Dr. J.P. Gullford whose valuable research is the basis for this program.

Special appreciation is expressed to Ron Salo, Coordinator of Educational Support Services, for his constant encouragement and support.

And a very special thank you to the boys and girls in the District who have worked with the lessons and have practiced creative problem solving skills.

And, finally our sincere thanks is extended to the members of the Board of Education of the East Whittier City School District who made this project, "Developing Divergent Modes of Thinking" possible.

  
Keith B. Walton, Superintendent

  
Eleanor M. Manning, Director  
ESEA Title III  
Developing Divergent Modes of Thinking

## FOREWARD

Creative Prescriptions Unlimited (CPU) has been designed in an effort to help teachers find new ways to strengthen the thought processes of boys and girls and to develop more effective modes for solving problems.

The common thread of education is the development of the ability to think. The values and skills of thinking do not accrue automatically; do not develop by themselves. The natural capacities possessed by everyone need training and development.

As we worked with our boys and girls we felt that they were not using their fine minds as proficiently as they might. We wanted to develop activities that would cause them to use the higher thought processes. Programs for educating the gifted should include training in independent thinking. A program that merely calls for the dutiful collection of facts will not achieve this goal. We wanted to find ways to help students learn to consider all sides of a question; to keep their minds open as they considered many alternative solutions, and then evaluate those solutions in the cold light of reason; to become reflective rather than impulsive in considering problems. These ideas form the nucleus for this guide.

Creative Prescriptions Unlimited is a product of an ESEA, Title III project, Developing Divergent Modes of Thinking in Mentally Gifted Children. The project was in progress in the East Whittier City School District from October 1, 1971, to June 30, 1974.

The research of Dr. J.P. Guilford and his Structure of Intellect (SOI) model have been used as the basis for this project. (See Table 1.) Dr. Mary Meeker's interpretation of this research and her design for its practical application in the classroom has been heavily relied upon.

In the project we have hypothesized that, through providing educational activities designed to strengthen the thought processes, we can help boys and girls think more effectively. The results obtained through the administration of the Torrance Tests of Creative Thinking appear to bear this out.

The lessons in this guide are organized within the five operations of the mind as defined in the SOI. These operations are: cognition, memory, evaluation, convergent production, and divergent production. Figural, symbolic, and semantic content have been used. Behavioral content is not a part of this guide. All six products: units, classes, relations, systems, transformations, and implications have been considered. However, there is an emphasis on transformations and implications, since these two products are clearly related to the creative process.



Divergent production has received the greatest emphasis in the guide. This operation is an important part of the creative process. Divergent production encompasses:

- Fluency - the ability to generate a ready flow of ideas
- Flexibility - the ability to use many different approaches or strategies in solving a problem; the willingness to change direction and modify given information.
- Originality - the ability to produce clever, unique, and unusual responses.
- Elaboration - the ability to expand, develop and embellish one's ideas.

The divergent production section of this guide is broken down into the above four components.

Creative problem solving lessons are stressed. The creative problem solving process includes all of the five operations of the mind. (See Table 2.) It is our hope that through gaining an understanding of this process and applying it in problem solving situations, our boys and girls will be better able to function in an ever changing society.

## STRUCTURE OF INTELLECT

OPERATIONS:

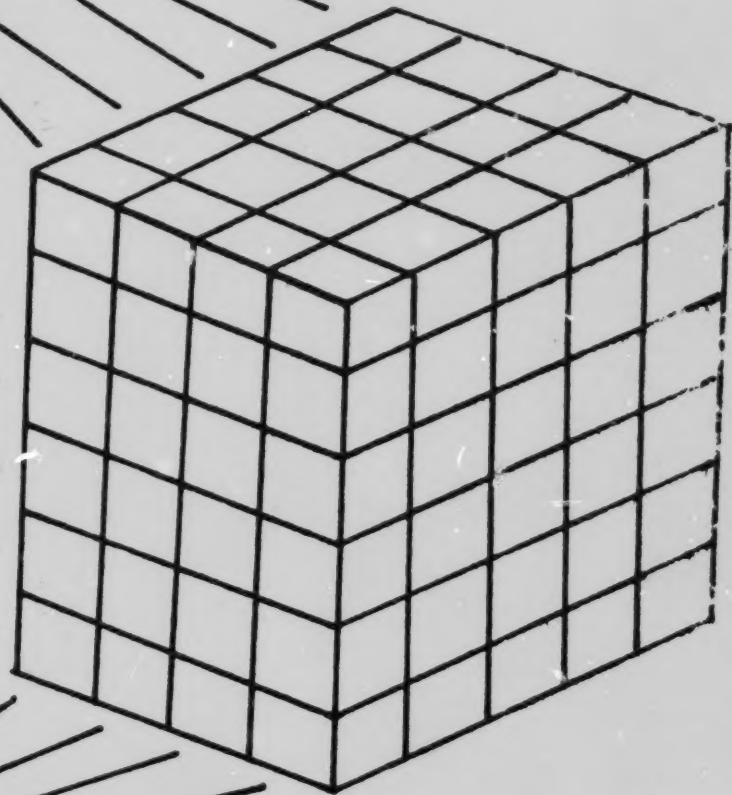
Evaluation  
Convergent Thinking  
Divergent Thinking  
Memory  
Cognition

PRODUCTS:

Units  
Classes  
Relations  
Systems  
Transformations  
Implications

CONTENTS:

Figural  
Symbolic  
Semantic  
Behavioral



# THE CREATIVE PROCESS

| <u>Stages of Creative Process</u>                        | <u>Expected Form</u>                     | <u>Predominant Thinking Operation</u>            | <u>Personality Factor or Attitude Required</u>                                           |
|----------------------------------------------------------|------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------|
| desire<br>preparation                                    | neat<br>well-organized<br>well-stated    | cognition<br>memory                              | curiosity<br>complexity<br>studiousness<br>sustained attention                           |
| manipulation<br>incubation<br>intimation<br>illumination | sloppy<br>often confused<br>incoherent   | divergent<br>thinking                            | imagination<br>intellectual freedom<br>risk taking<br>tolerance of failure and ambiguity |
| verification                                             | neat<br>well-organized<br>clearly stated | convergent<br>thinking<br>evaluative<br>thinking | intellectual discipline<br>following logical sequence                                    |

## DEFINITIONS OF FACTORS COMPOSING THE STRUCTURE OF INTELLECT

### MAJOR PROCESSES

Intellectual operations which the mind does with the raw materials of information.

- |   |                        |                                                                                                                                                                                  |
|---|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C | COGNITION:             | Discovery, awareness, rediscovery, or recognition of information in various forms; comprehension; understanding.                                                                 |
| M | MEMORY:                | Retention of information in any form.                                                                                                                                            |
| N | CONVERGENT PRODUCTION: | Generation of information from given information, where emphasis is upon reproducing conventionally accepted best answers or outcomes.                                           |
| D | DIVERGENT PRODUCTION:  | Generation of information from given information, where the emphasis is upon the variety and quality of answers. This operation is closely related to the creative process.      |
| E | EVALUATION:            | Reaching decisions or making judgments concerning the correctness, suitability, adequacy, desirability of information, in terms of identity, consistency, and goal satisfaction. |

### CONTENTS

General varieties of information.

- |   |                     |                                                                                                                                                                                                                                 |
|---|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| F | FIGURAL CONTENT:    | Information in a concrete form, visually, auditorially, or kinesthetically.                                                                                                                                                     |
| S | SYMBOLIC CONTENT:   | Information in the form of signs, having no significance in and of themselves, such as letters, numerals, musical notes.                                                                                                        |
| M | SEMANTIC CONTENT:   | Information in the form of meanings to which words commonly become attached; most notable in verbal thinking.                                                                                                                   |
| B | BEHAVIORAL CONTENT: | Information essentially non-verbal, involved in human interactions, where awareness of attitudes, need, desires, intentions, thought, etc. of other processes is important. (Behavioral content is not a part of this project.) |

PRODUCTS

Results obtained from the intellect's processing of information.

- U    UNITS:                    Segregated items of information having "thing" quality.
- C    CLASSES:                Items of information grouped by common properties.
- R    RELATIONS:              Recognized connections between units of information based upon variables that apply to them.
- S    SYSTEMS:                Organized items of information; complexes of interrelated or interacting parts.
- T    TRANSFORMATIONS:      Changes in existing or known information, or in its use; requiring the redefinition or modification of information.
- I    IMPLICATIONS:          Extrapolations of information in the form of expectancies, predictions, and consequences.



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### CONVERGENT PRODUCTION

|                             |          |
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|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | CFU | CSU | CMU |
| C | CFE | CSE | CME |
| R | CFR | CSR | CMR |
| S | CFS | CSS | CMS |
| T | CFI | CSI | CMI |

**Concept Cognition**

### Curricular Objective

- 1.1 Given a ditto of numbered dots the child will be able to connect all the numbers in correct order.



### Input

Discussion should take place on reading maps--perhaps a pirate's map to find a treasure. "Following a number map we can locate a 'treasure' also."

Review counting, orally, to 50.

### Learning Opportunities

- I: Start the children connecting with straight lines 1-2, 2-3.
- II: Complete independently.
- III: Color the "treasure" found.

**Media**

Same dittoed dot-to-dot  
(1.1.A) for entire group  
pencils  
crayons

**Output**

The child will be able to follow  
in correct order and connect all  
numbers, thus developing a  
figure.

Color figure.

**Evaluation**

Given a ditto of numbered dots the child will be able to  
connect all the numbers in correct order.

No

Yes

Stop

Optional

**Enrichment**

Give similar ditto but with  
greater numbers to connect  
1.1.B  
Repeat with new puzzles  
later.

GUESS WHAT!







Concept Cognition

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | CFU | CSU | CMU |
| C | CFE | CSC | CMC |
| R | CFA | CSR | CMR |
| S | CFS | CSS | CMS |
| T | CFT | CSI | CMI |
| I |     |     |     |

### Curricular Objective

1.2 The child will be able to find hidden figures within a larger picture.



### Input

Discuss the fun of finding pictures in the clouds.

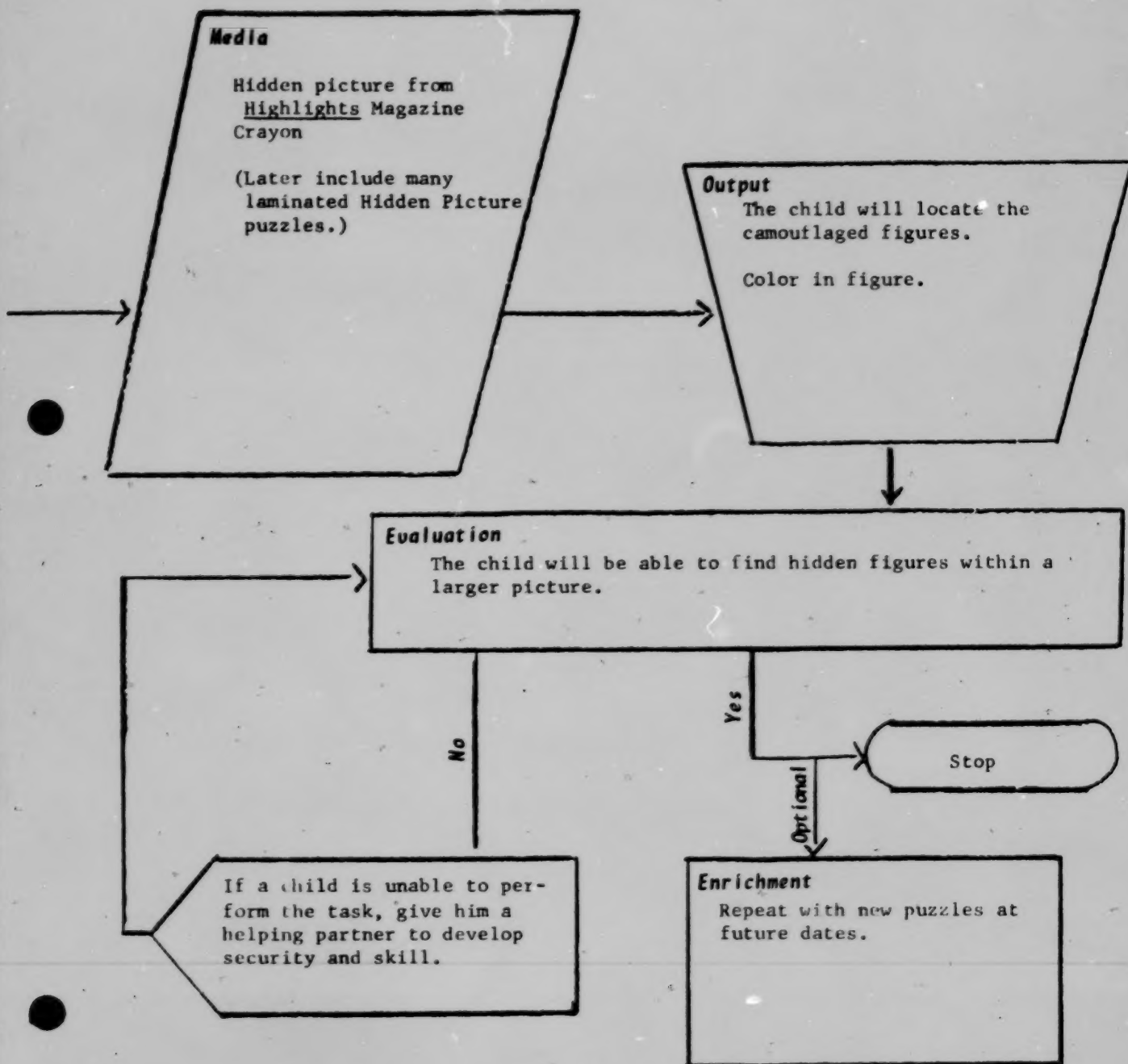
### Learning Opportunities

Present a picture which includes hidden figures to entire group.

I: On the blackboard present vocabulary, with a sketch beside it, if there is a reading problem.

II: Cross out words at bottom of puzzle as they are found.

This lesson is based on hidden pictures obtainable from Highlights Magazine.



|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | CFU | CSU | CMU |
| C | CFU | CSU | CMU |
| R | CFU | CSU | CMU |
| S | CFU | CSU | CMU |
| T | CFU | CSU | CMU |
| I | CFU | CSU | CMU |

**Concept** Cognition

### Curricular Objective

- 1.3 The child will be able to select the correct path to take on a maze puzzle.



### Input

Have discussion on getting lost in a fun house at the fair.

Perhaps tell the Greek myth of Daedalus and Icarus, so children become familiar with idea of a maze.

### Learning Opportunities

The teacher will present a dittoed maze. (1.3.A)

I: The child is encouraged to use pencil to form path to goal without running into obstacles.

**Media**

Same dittoed maze for entire group (1.3.A)  
Pencils  
Erasers

**Output**

The child will endeavor to follow a free path to goal independently.

**Evaluation**

The child will be able to select the correct path to take on a maze puzzle.

No

Give similar ditto but adjust to simpler maze.  
(1.3.B) M.B.

Yes

Stop

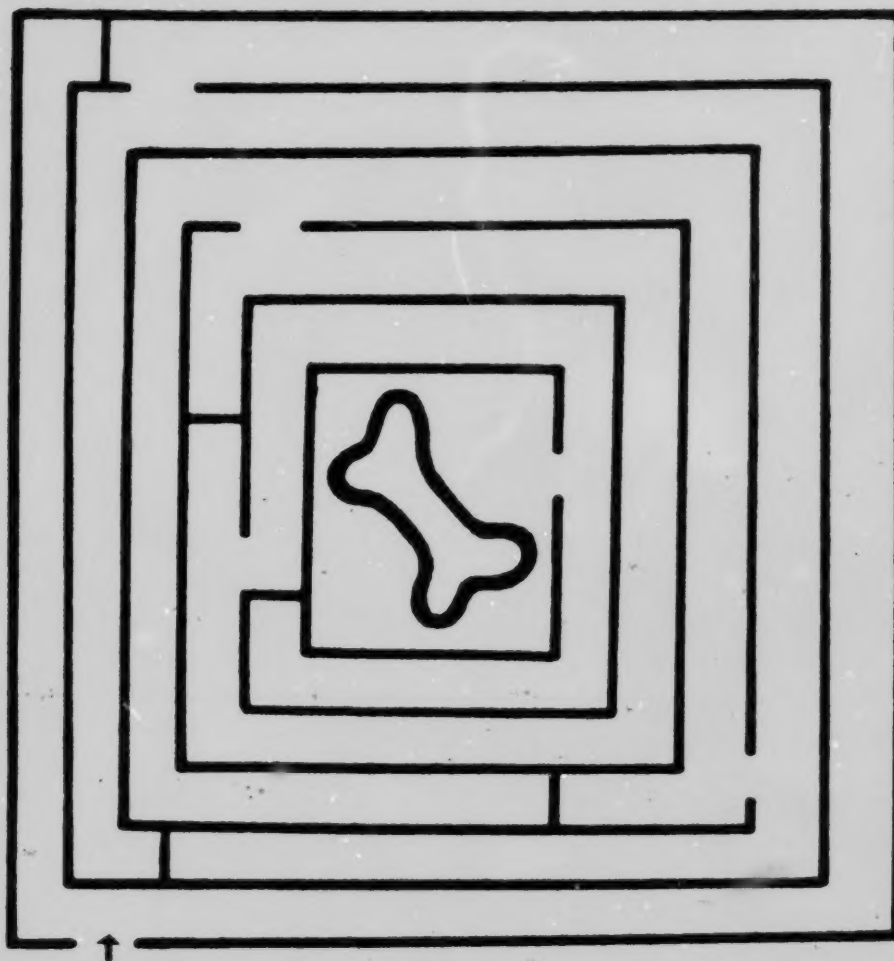
Optional

**Enrichment**

Give similar ditto but with increased difficulty.  
(1.3.C) M.B.  
(1.3.D)  
Repeat lessons at future date.

## Feed the dog

Begin at the word **START** and see if you can trace a path from the dog to the bone without crossing any lines.

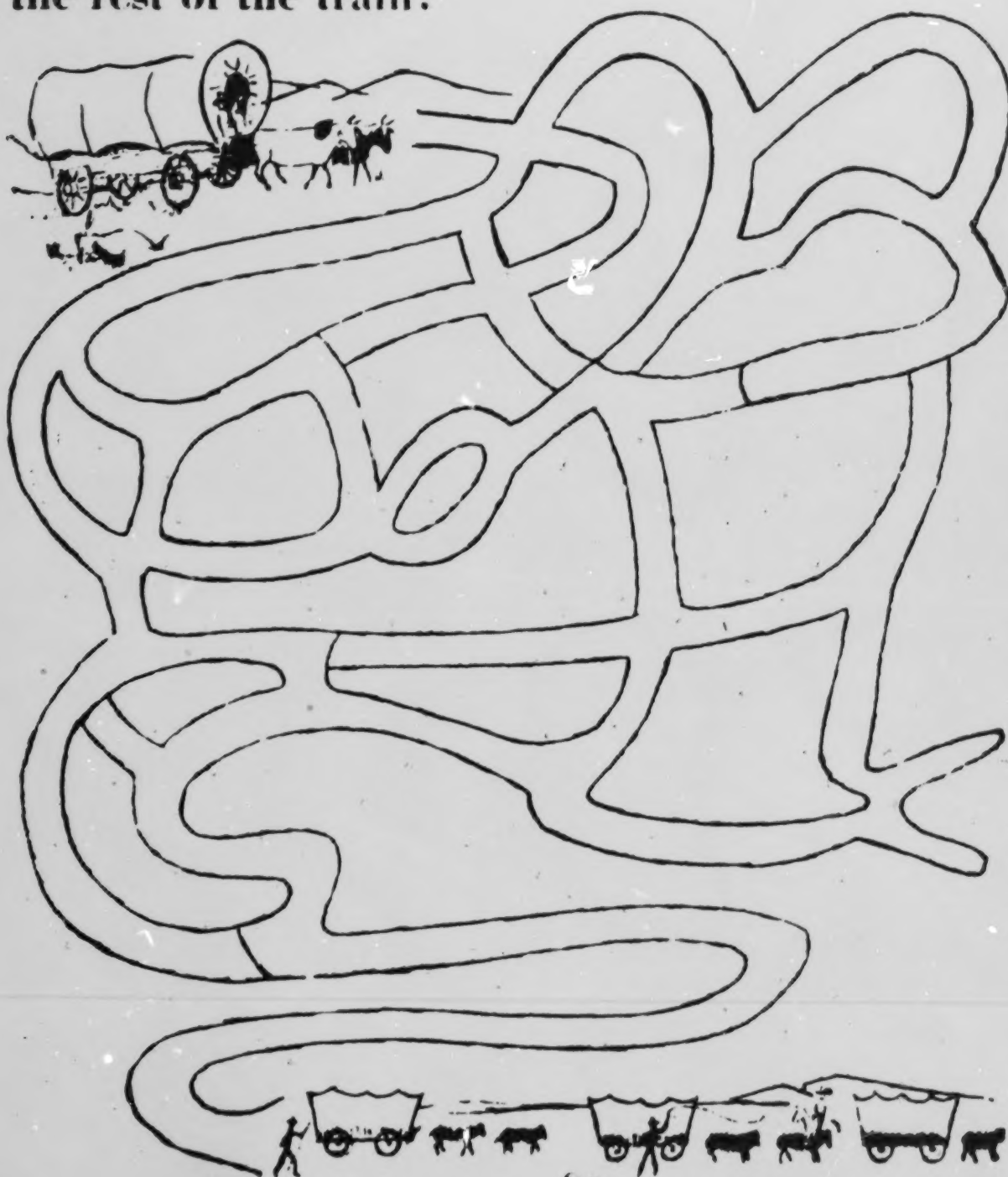


**START**



## ACROSS THE PLAINS

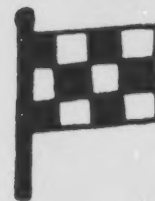
One covered wagon has lost its way. Can you help the driver find the trail so he can join up with the rest of the train?



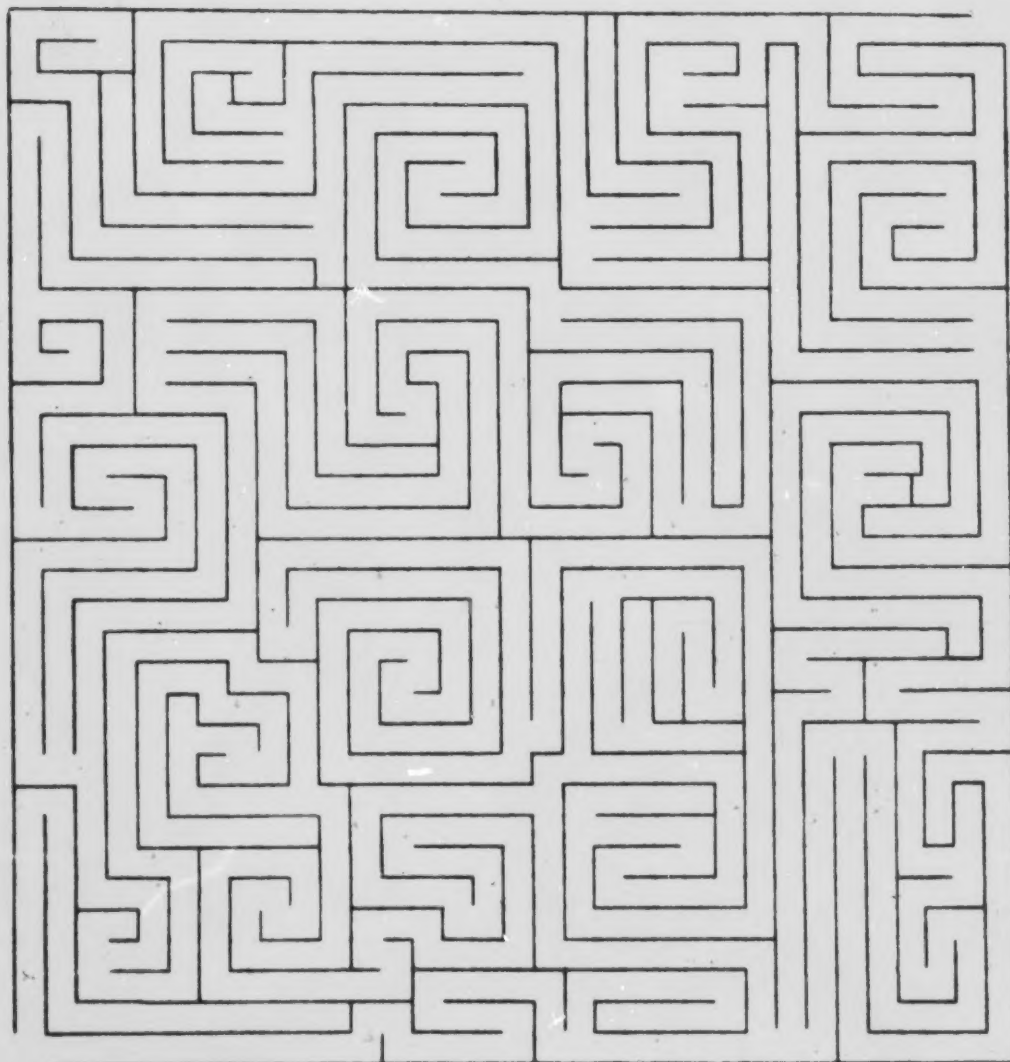


## Cross-country Auto Race

Begin at the STARTING LINE, and see if you can trace the racing car's route to the FINISH LINE without crossing any lines.



FINISH



START



From The Home Activity Series, Crosswords and Puzzles for Children, Book 2, Page 38. Dell Publishing Co., Inc.

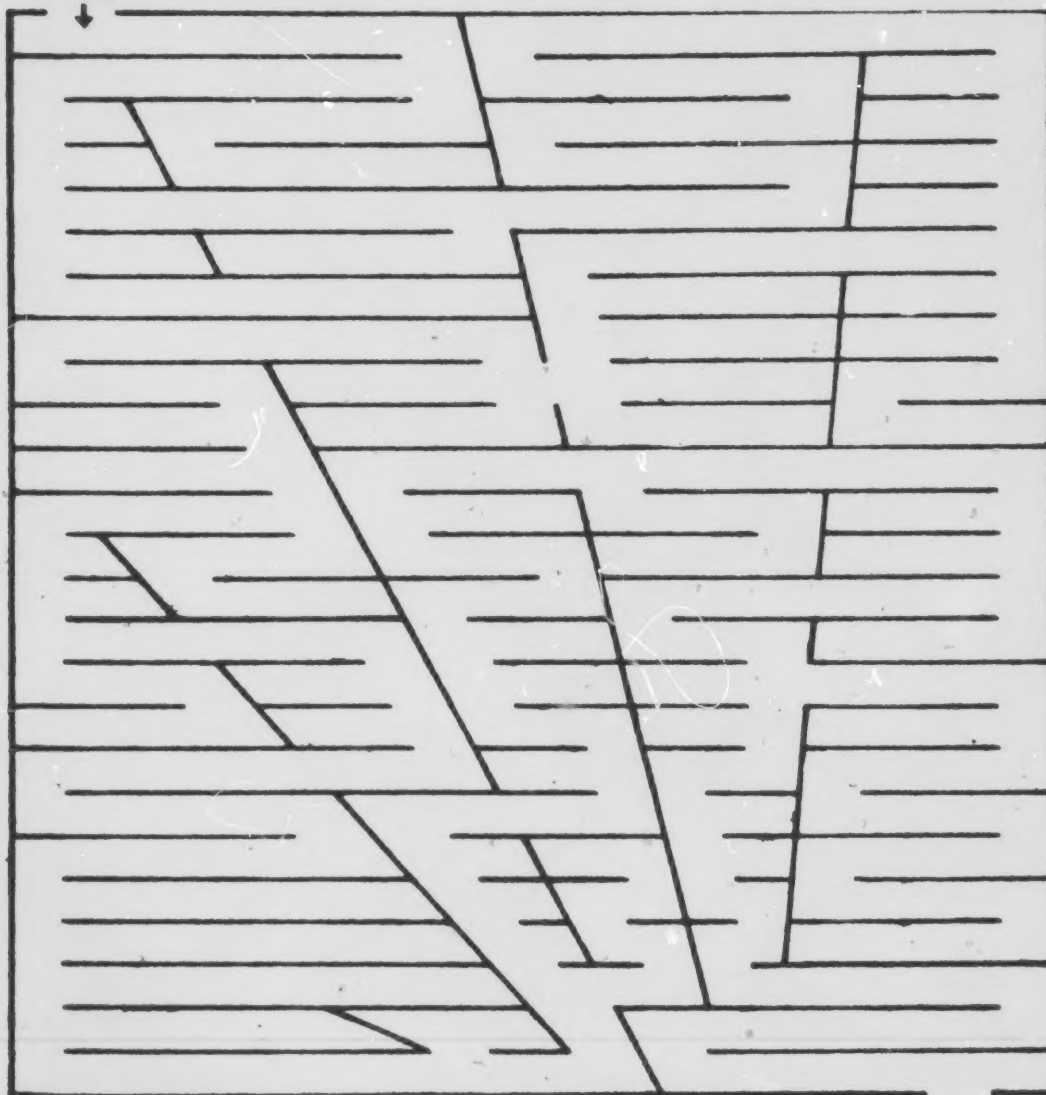


# Feed the bird



Begin at the word **START** and see if you can trace a path from the mother bird to the baby bird without crossing any lines.

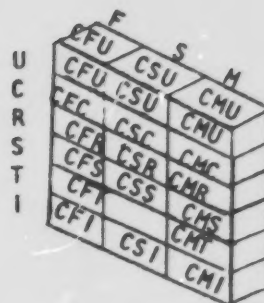
**START**



From The Home Activity Series, Crosswords and Puzzles for Children, Book 1, Page 41. Dell Publishing Co., Inc.



**Concept Cognition**



**Curricular Objective**

- 1.4 Given a ditto of mutilated letters the child will be able to add the lines to complete the letters.



**Input**

Review alphabet orally.

Print large case letter on blackboard, then erase part.

Reverse order, putting only part of letter. Call for letter name.

Introduce "Guessing Game" of letters.

**Learning Opportunities**

The teacher will present a ditto of letters that have been presented and learned previously. (See 1.4.A)

I: Start the children on Letter A.

II: Complete independently.

**Media**

Chalkboard  
Chalk  
Dittoed sheet (1.4.A)  
Pencils

Letters of the alphabet  
visually observable.

**Output**

The child will be able to perceive completed letters and add the necessary lines.

**Evaluation**

Given a ditto of mutilated letters the child will be able to add the lines to complete the letters.

No

Give similar ditto.  
(1.4.B)  
(1.4.C)

Yes

Stop

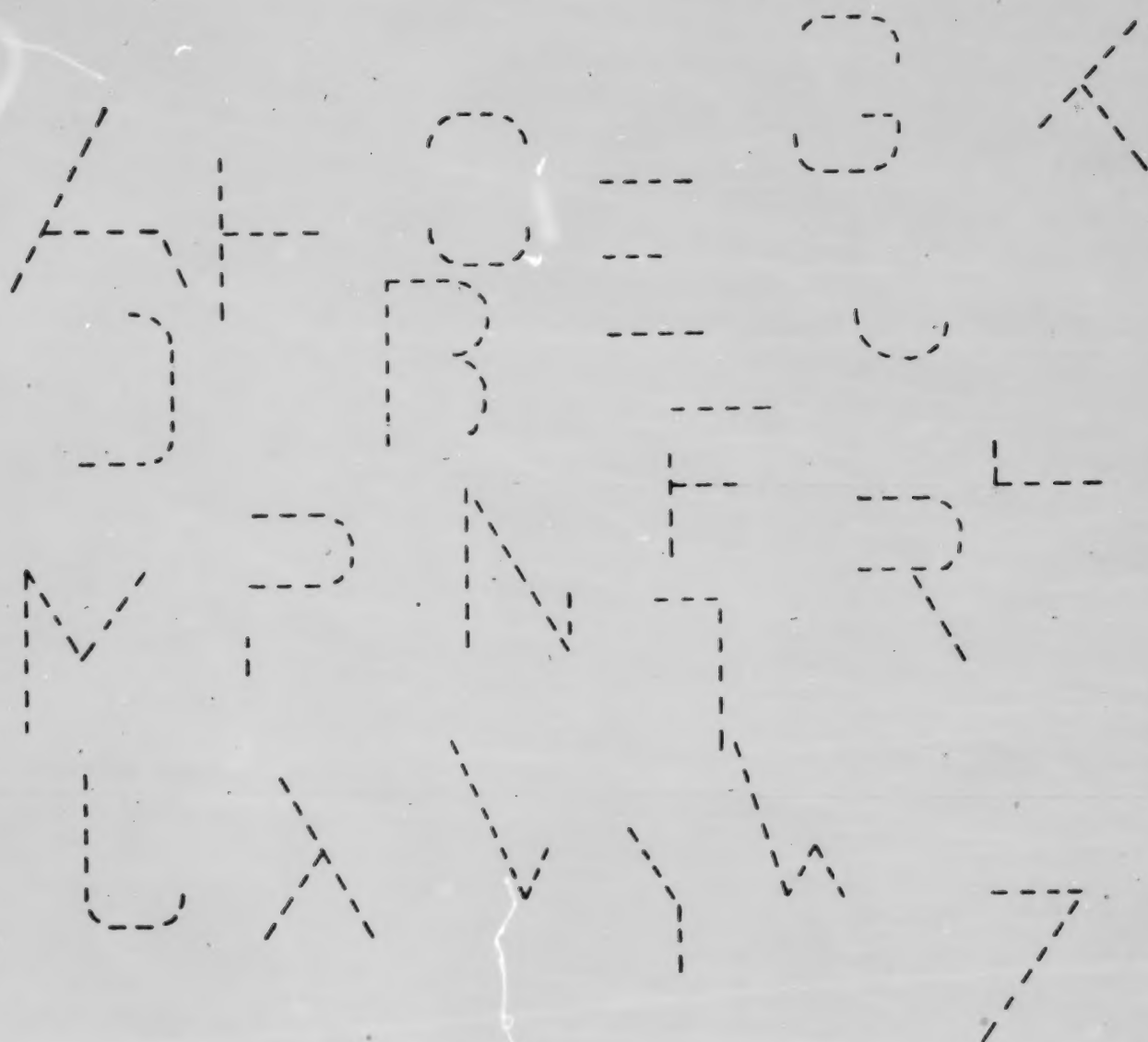
Optional

**Enrichment**

Perception dittos with  
different instructions.  
(1.4.D)  
(1.4.E)

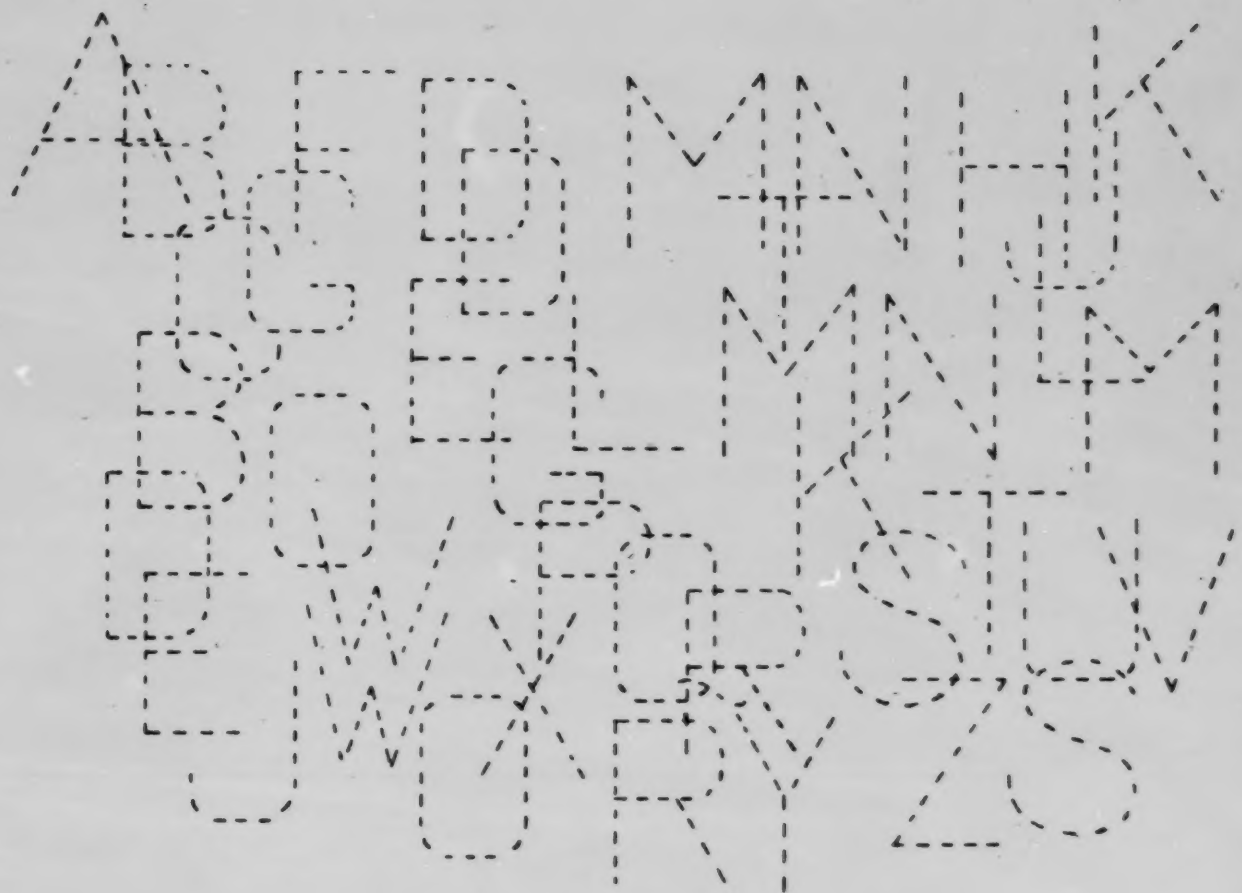
## COMPLETE THESE LETTERS

Fill in the spaces and make complete letters.



From Perceptual Communication Skills Series, Selma Herr,  
IMED Instructional Materials and Equipment Distributors

## THE LETTERS IN THE ALPHABET

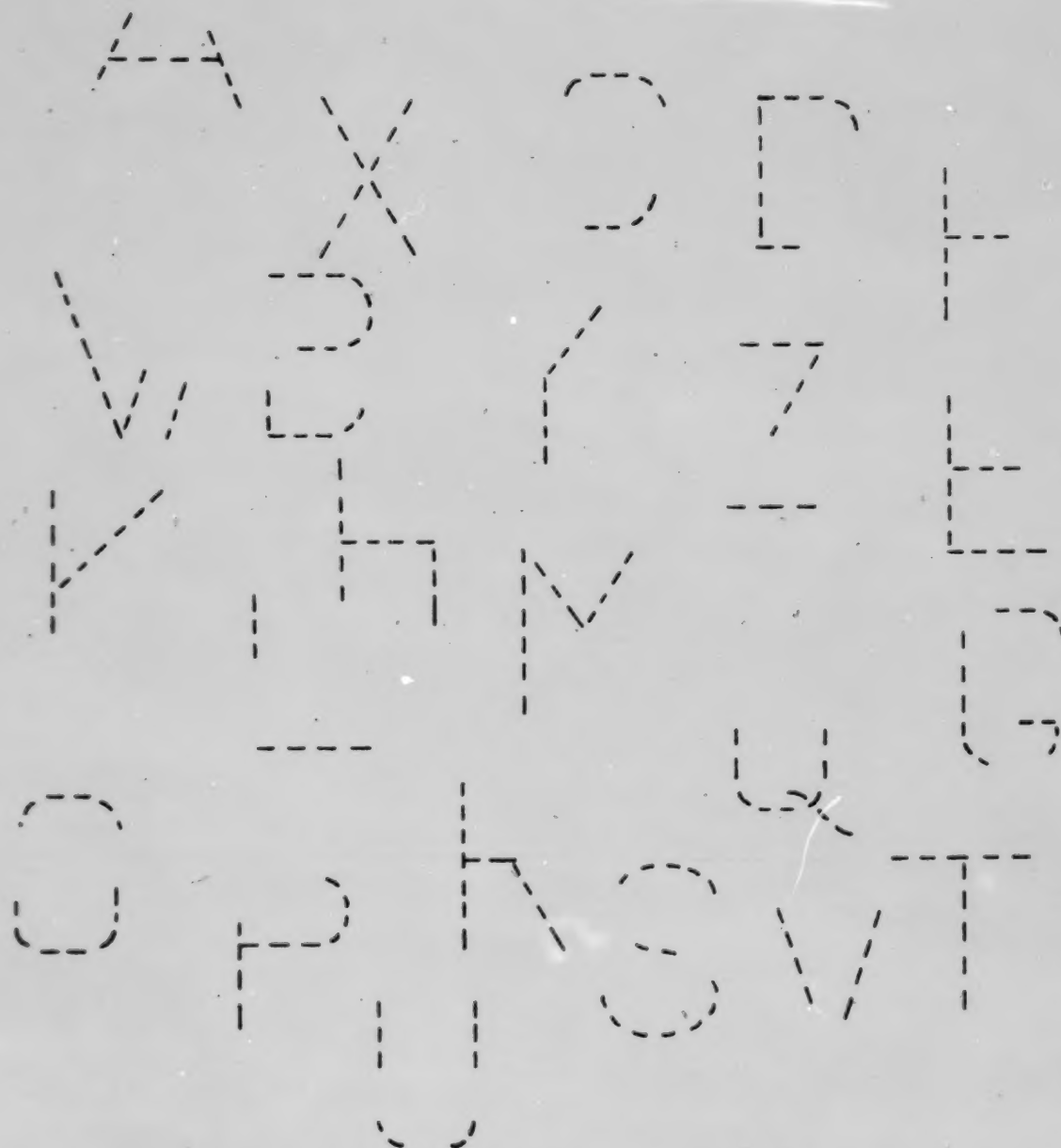


1. Outline the letters A,B,C,D,E, and F in green.
2. Outline the letters G,H,I,J,K, and L in blue.
3. Outline the letters M,N,O,P,Q, and R in purple.
4. Outline the remaining letters in black.



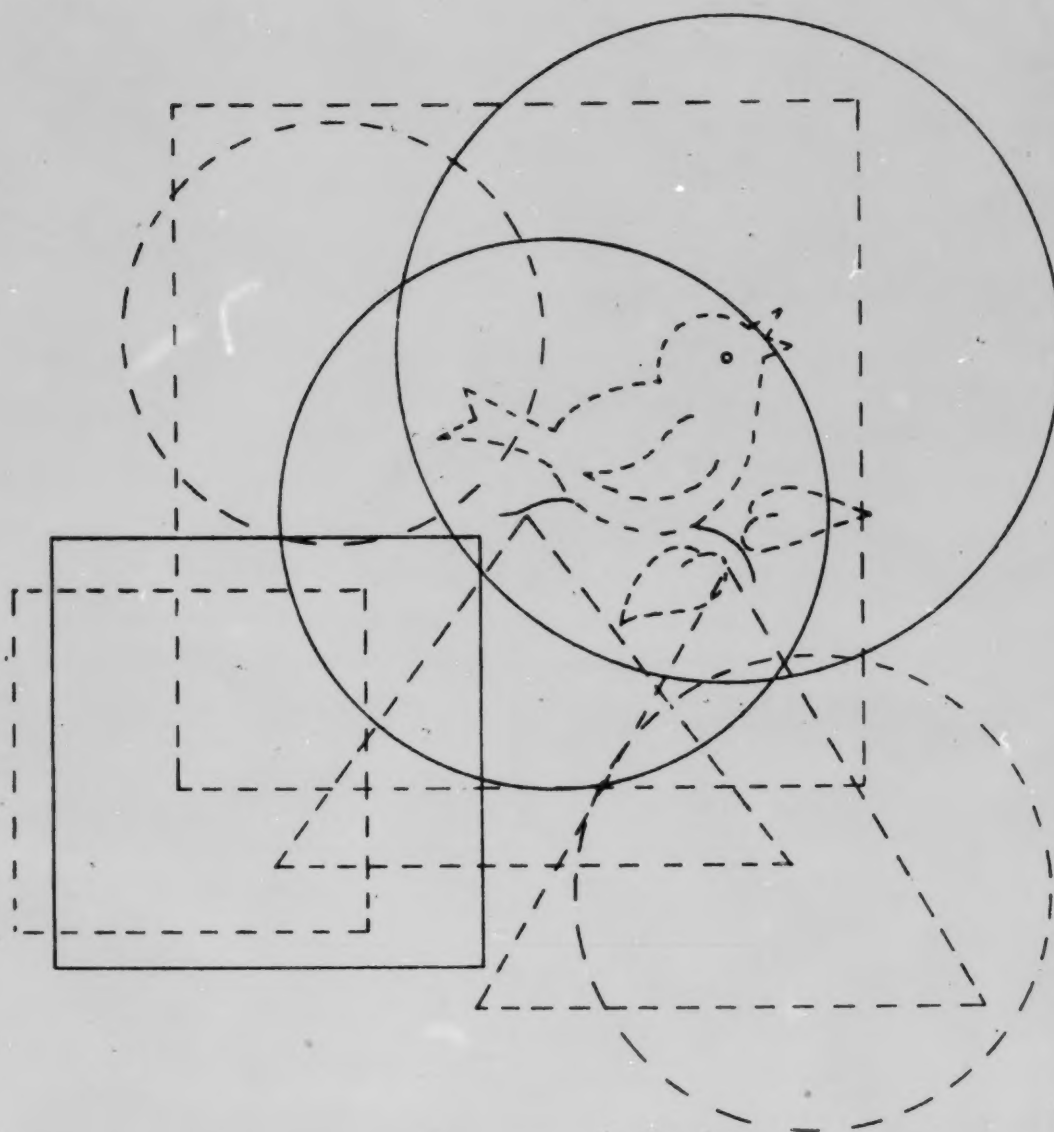
## COMPLETE THESE LETTERS

Fill in the spaces and make complete letters.



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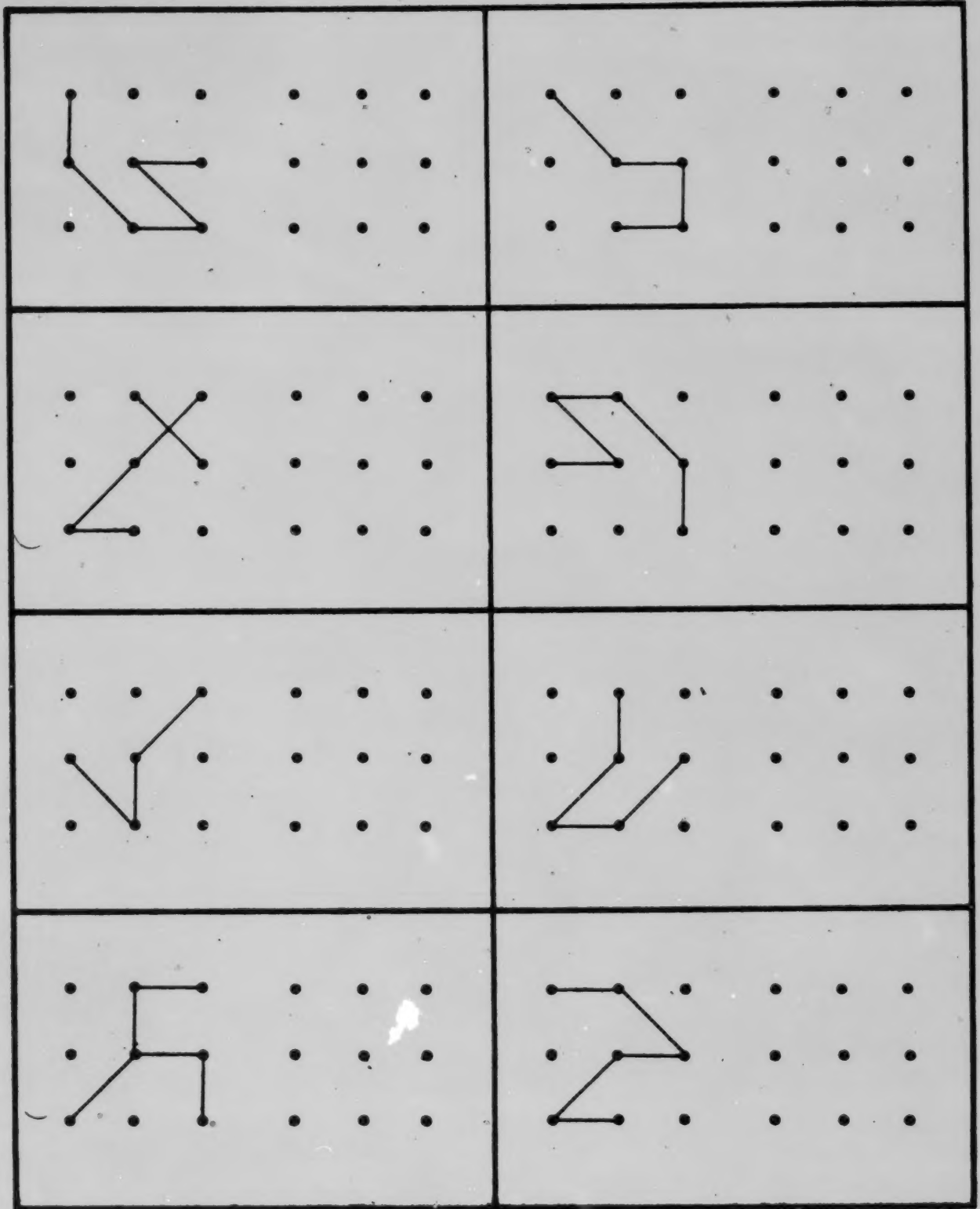
## FOLLOWING DIRECTIONS



Outline each object with a different color.

From Perceptual Communication Skills Series, Selma Herr,  
DMED Instructional Materials and Equipment Distributors

COPY EACH DRAWING IN THE OPEN SET OF DOTS AT THE RIGHT.



Concept Cognition

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | H   |
| U | CFU | CSU | CHU |
| C | CFU | CSU | CHU |
| R | CFU | CSU | CHU |
| S | CFU | CSU | CHU |
| T | CFU | CSU | CHU |
| I | CFU | CSU | CHU |

### Curricular Objective

- 1.5 Given a ditto of patterned squares the child will be able to reproduce it to form a completed picture.



### Input

Talk of mosaics. Perhaps display an art picture as it is made of little pieces.

"Today's 'Draw It Yourself' puzzle will require sharp eyes and real concentration."

### Learning Opportunities

The teacher will present a dittoed sheet "Draw It Yourself". (See 1.5.A)

I: Start the children reproducing in empty squares below. Suggest that a pointing finger will aid him.

II: Complete independently.

**Media**

Ditto 1.5.A  
Pencils

**Output**

The child will follow the  
numbered order and reproduce  
the drawings in the empty  
squares.

**Evaluation**

Given a ditto of patterned squares the child will be  
able to reproduce it to form a completed picture.

No

Give a similar ditto but with  
fewer squares. (1.5.B)

Yes

Stop

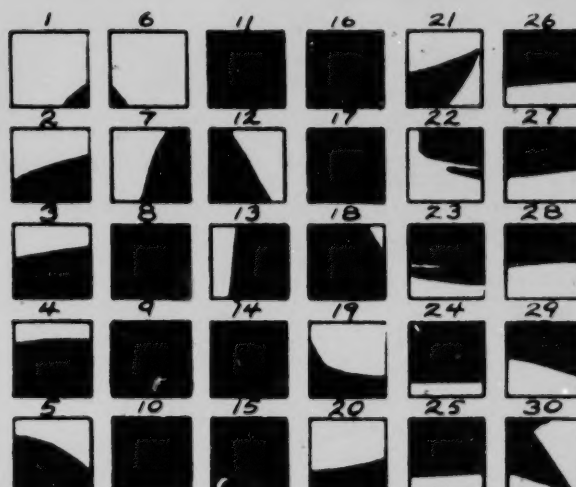
Optional

**Enrichment**

Similar ditto but with  
increased difficulty.  
(1.5.C.)  
(1.5.D.)  
(1.5.E.)

## Draw it yourself

In the squares at the bottom of the page, draw exactly what you see in each of the filled-in squares at the top of the page. Start with Number 1. Draw what is in the square UNDER the Number 1 at the top of the page into the Number 1 square at the bottom of the page. Then do the same with square 2, square 3, and so on until you have drawn in all the squares that have numbers in them. When you are finished, you will have a completed picture.



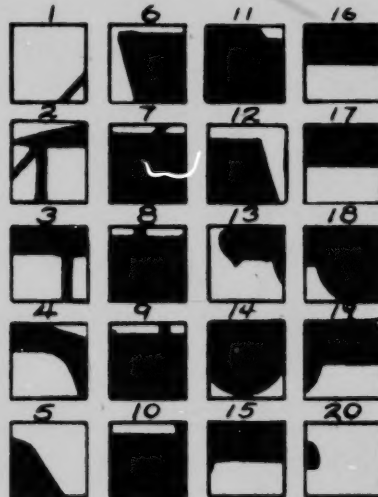
**IMPORTANT:** Draw *ONLY* in the squares that have numbers in them.

|    |    |    |    |    |    |    |    |    |  |
|----|----|----|----|----|----|----|----|----|--|
|    |    |    |    |    |    |    |    |    |  |
| 1  | 2  | 3  | 4  | 5  | 6  |    |    |    |  |
| 7  | 8  | 9  | 10 | 11 | 12 |    |    |    |  |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |  |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |  |



## Draw it yourself

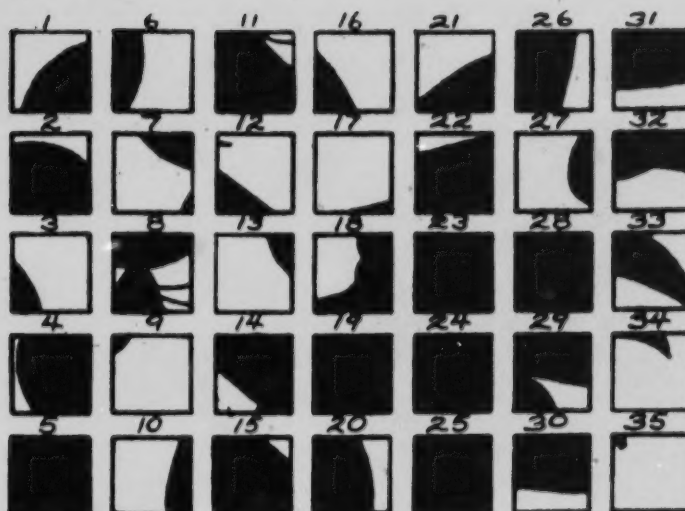
In the squares at the bottom of the page, draw exactly what you see in each of the filled-in squares at the top of the page. Start with Number 1. Draw what is in the square UNDER the Number 1 at the top of the page into the Number 1 square at the bottom of the page. Then do the same with square 2, square 3, and so on until you have drawn in all the squares that have numbers in them. When you are finished, you will have a completed picture.



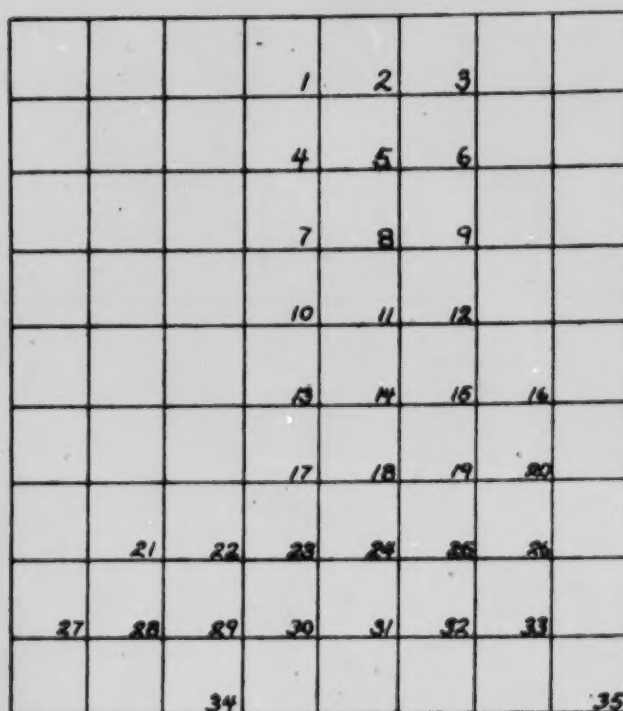
**IMPORTANT:** Draw *ONLY* in the squares that have numbers in them.

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
|    |    |    |    |    |    |    |    |
|    | 1  | 2  | 3  | 4  | 5  |    |    |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |    |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

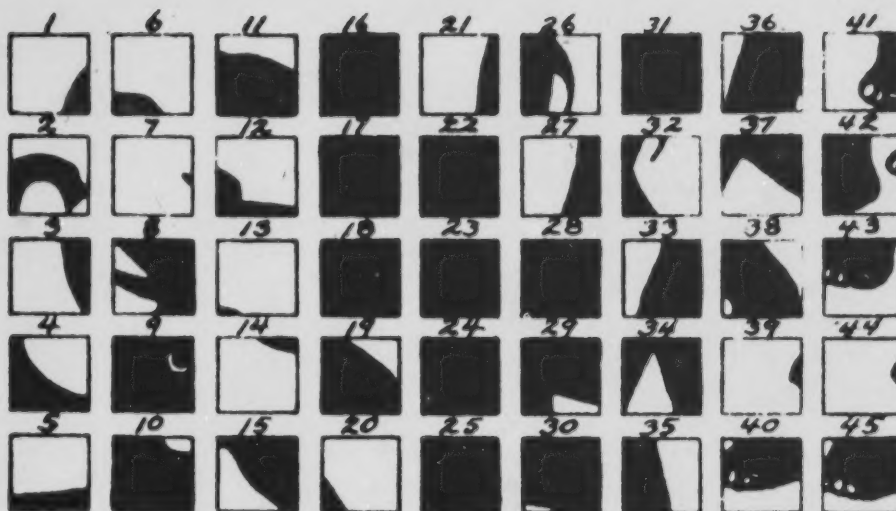
Draw it yourself



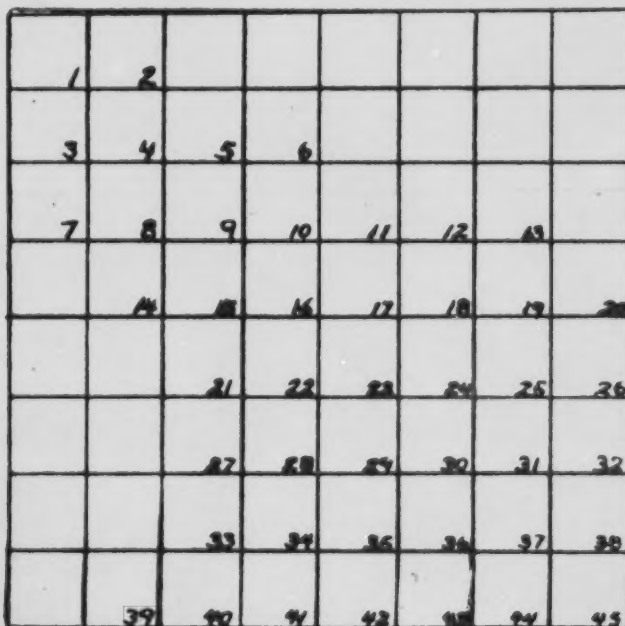
**IMPORTANT:** Draw *ONLY* in the squares that have numbers in them.



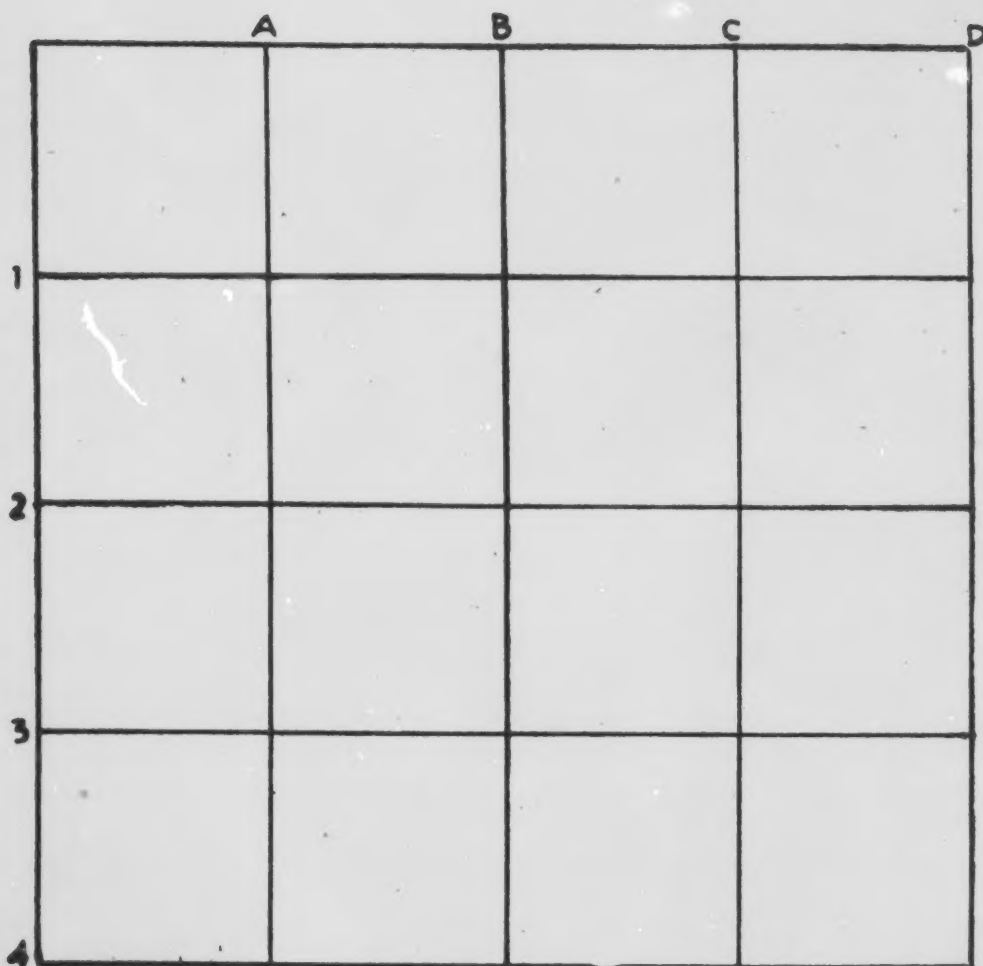
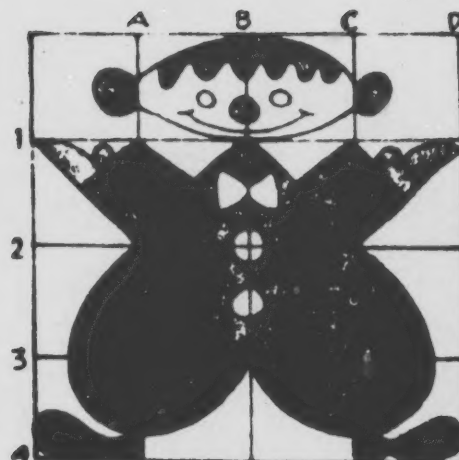
Draw it yourself



**IMPORTANT:** Draw *ONLY* in the squares that have numbers in them.



See if you can make  
this one all by  
yourself.



|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | H   |
| U | CFU | CSU | CHU |
| C | CEC | CSC | CHU |
| R | CFR | CSR | CMR |
| S | CFS | CSS | CMS |
| T | CFI | CSI | CMI |
| I |     |     |     |

**Concept**      **Cognition**

### Curricular Objective

- 1.6 Given a ditto of a story written with rebus, the child will be able to decipher the pictures to make meaningful content.



### Input

Discuss hieroglyphics and early Indian writings. Bring out methods of presenting ideas other than written words.

Draw a sentence on the board, substituting pictures for several words. Have children guess the message.

### Learning Opportunities

The teacher will present a rebus ditto.

I: Children will read the story together, guessing at the meaning of pictures.

II: Children may color the pictures.

**Media**

Ditto 1.6.A  
Crayons

**Output**

The children will decipher  
picture clues of story.

**Evaluation**

Given a ditto of a story written with rebus the child  
will be able to decipher pictures in meaningful content.

No

Easier ditto that includes  
both pictures and words to-  
gether.

Yes

Stop

Optional

**Enrichment**

Many laminated stories from  
Jack & Jill.

Child will produce their own  
rebus stories.



A Story in Rebus

# THE BUNNIES' HAPPY DAY

One winter day  went hop-hop-

hopping through the . They were go-

ing to visit the  who lived in the



down by the



. Each



carried a



, and each



had



and



in it.

On the way they met  "Hello,



," said the  "Where are

you going?" "Over to the  by the



. We're going to have a winter picnic

with the  ," they said. "Why don't

you come, too?" The  popped into their



. Then out they came with

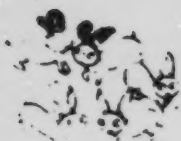


. In each  they had



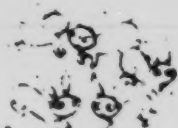
and  . "Now we'll have

plenty to eat," said the



. What a

funny parade they made!



hop-

hop-hopping through the



with



, and behind them



carry-

ing



. At last they reached the



by the



"How nice!" ex-

claimed the

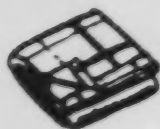


together. "You

brought company!" Then



spread a



on the ground, and



un-

packed the , and  unpacked

the . After everyone had eaten, the

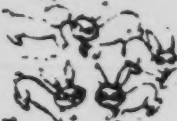
 and  and 

played hide-and-seek in the . All too

soon the  began to set behind the

, and it was time to go .

"Come again!" called the  as the

 and the  went off

through the . What a lovely picnic!

Concept Cognition

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | CFU | CSU | CMU |
| C | CFU | CSU | CMU |
| R | CFU | CSU | CMU |
| S | CFU | CSU | CMU |
| T | CFU | CSU | CMU |
| I | CFU | CSU | CMU |

### Curricular Objective

1.7 Given a ditto with the outline of a figure, the child will be able to arrange the seven puzzle pieces to form the required figure.



### Input

Discuss the origin of tangram puzzles. Speak of the enjoyment of working jig-saw puzzles. Emphasize need of sharp eyes to be able to be successful. See 1.7.A

### Learning Opportunities

- I: The children will progress at their own rate and ability. Begin with silhouette of candle (1.7.B).
- II: When successful, the child selects next silhouette (1.7.C).
- III: Proceed through 1.7.D and 1.7.E.

**Media**

Dittos 1.7.A, 1.7.B, 1.7.C,  
and 1.7.D.

Either plastic tangram sets  
or teacher-made sets from  
tag board; one set for  
each child.

**Output**

The child will arrange tangram  
pieces to form figures.

**Evaluation**

Given a ditto with the outline of a figure, the child will  
be able to arrange the seven puzzle pieces to form the  
required figure.

No

Select a helping partner to  
aid the child.

Yes

Stop

Optional

**Enrichment**

Variety of laminated figures  
on construction paper.  
1.7.E, 1.7.F, 1.7.G. 2-set  
puzzles (1.7.H). Encourage  
original figures.  
See Pic-a-Puzzle

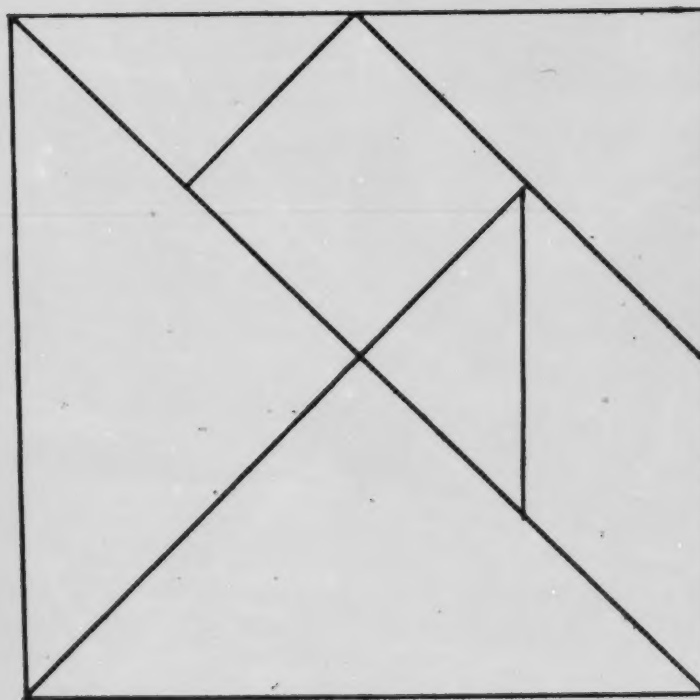


### TANGRAMS

The tangram is a well-known geometric puzzle which was originated in China over 4,000 years ago. The object of the tangram is to assemble the seven pieces so as to form various figures. A great number of silhouettes of common objects can be formed.

The tangram pieces are shown in the diagram below. Points that appear to bisect lines, in fact do so. It is rather simple to make your own set of tangrams from heavy construction paper. Commercially made plastic or wooden tangrams are available through education publishers or toy stores.

Although many of the figures to be formed from a given silhouette are very challenging, students also enjoy creating their own figures. Bulletin board displays of unique creative efforts have proven very gratifying.

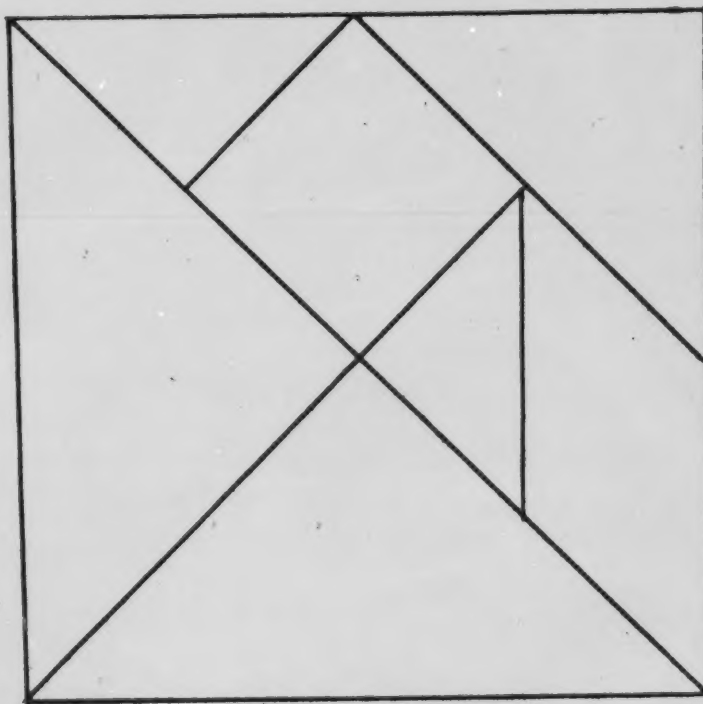


### TANGRAMS

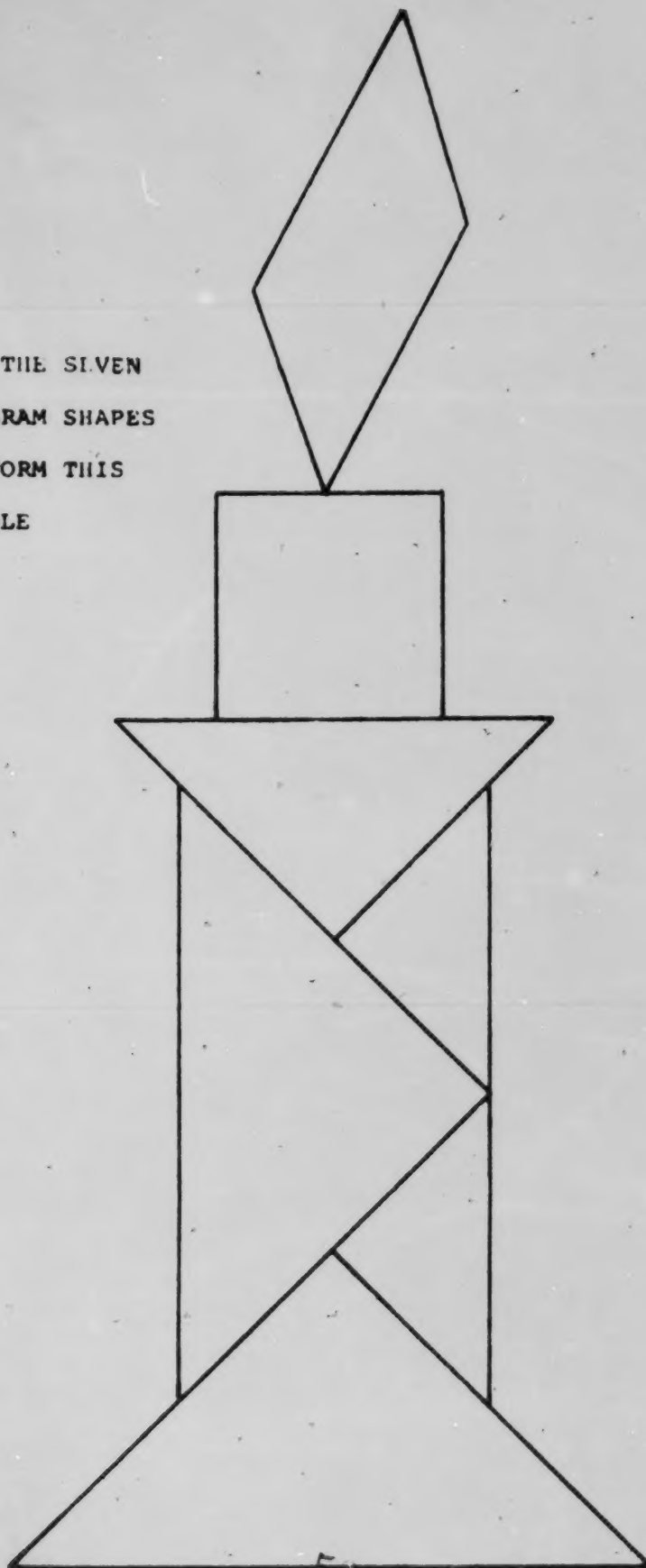
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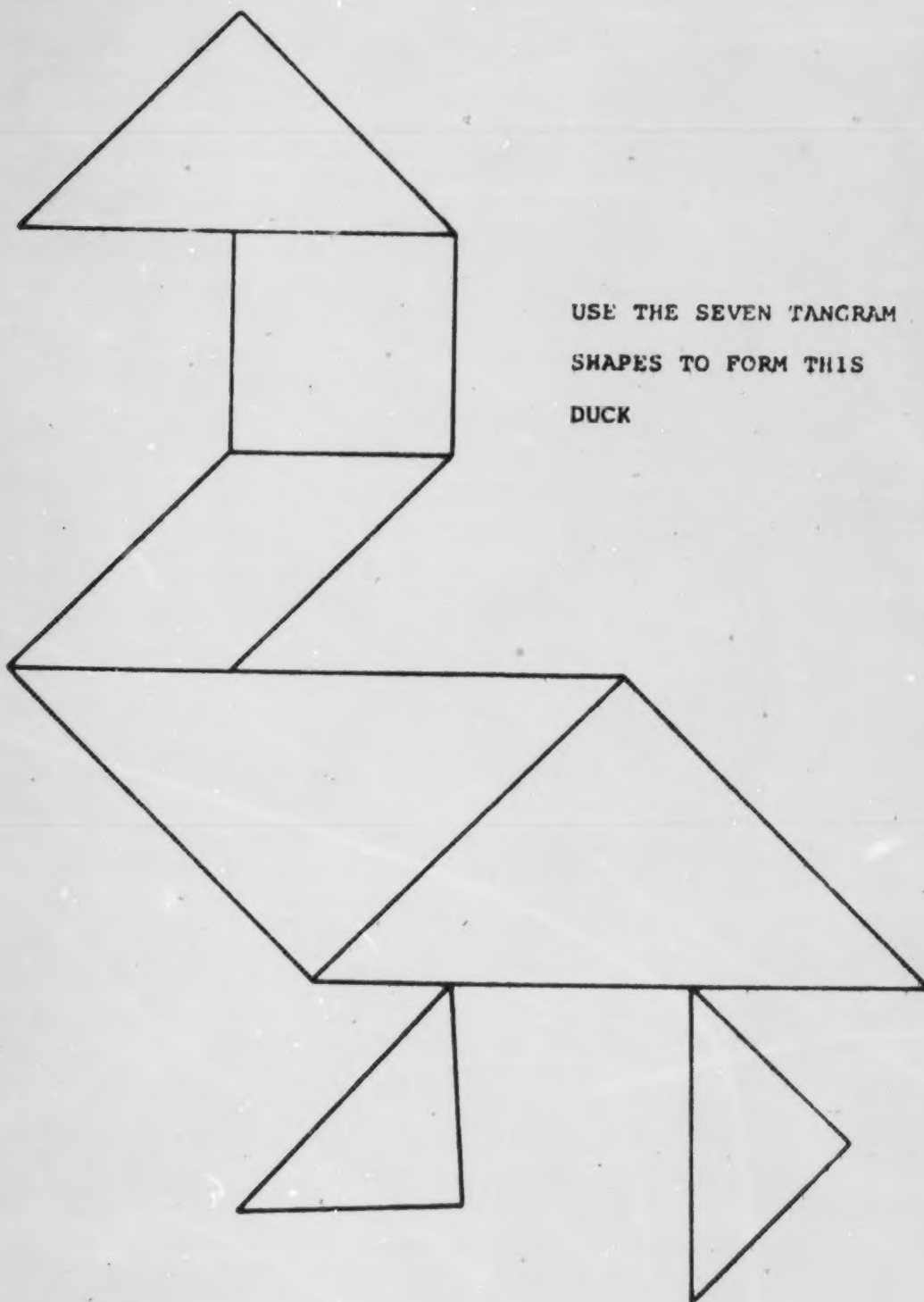
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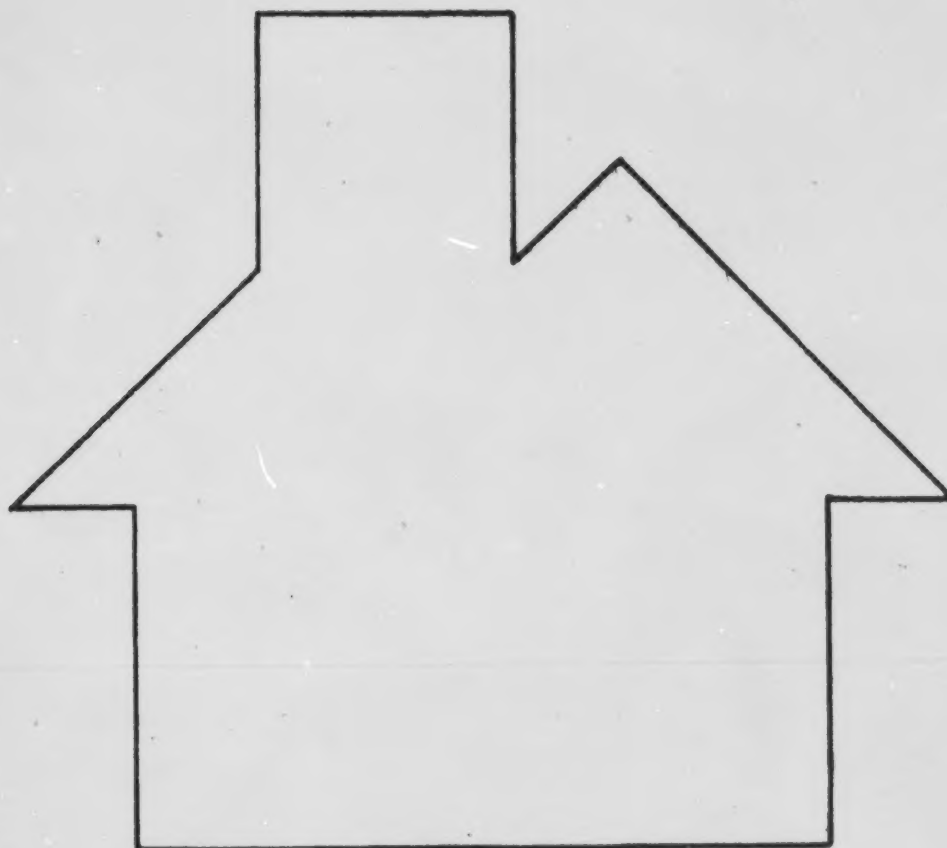


USE THE SEVEN  
TANGRAM SHAPES  
TO FORM THIS  
CANDLE



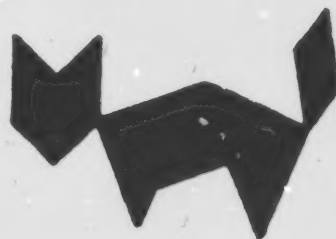
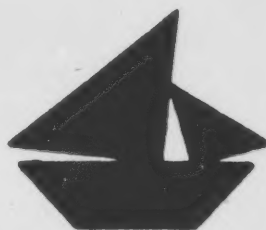


USE THE SEVEN TANGRAM SHAPES TO FORM THIS HOUSE



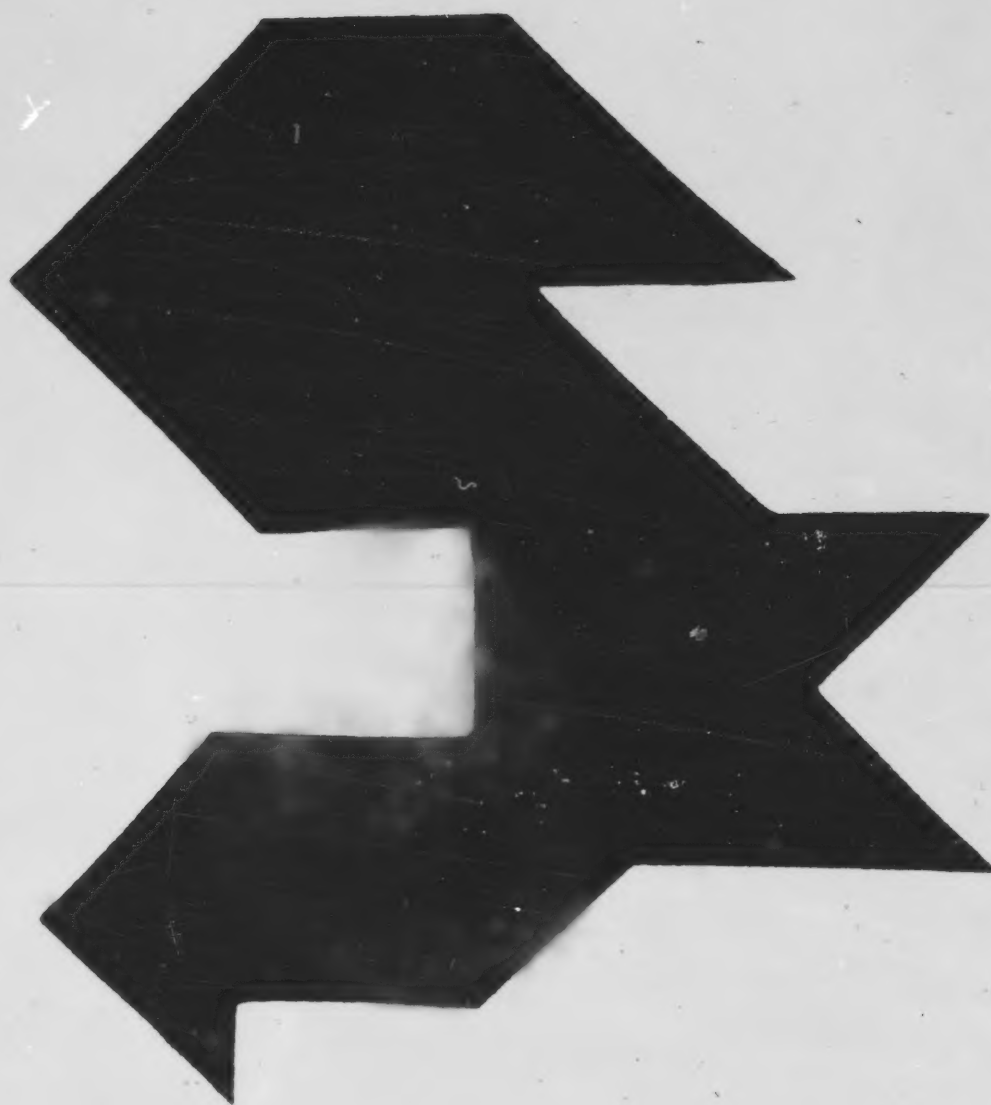


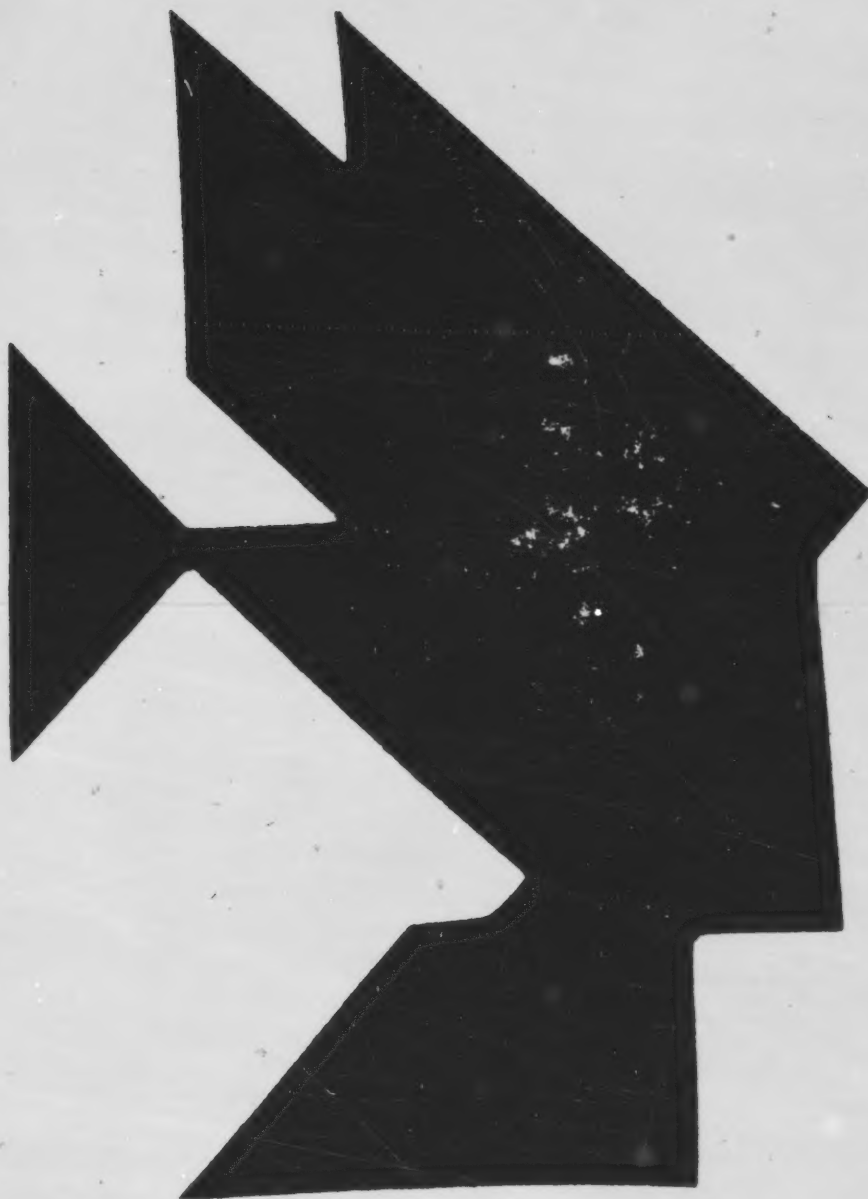
USE THE SEVEN TANGRAM  
SHAPES TO FORM THIS  
FACE. THEN SEE IF YOU  
CAN FORM SOME OF THE  
OTHER FIGURES SHOWN  
ON THIS PAGE.



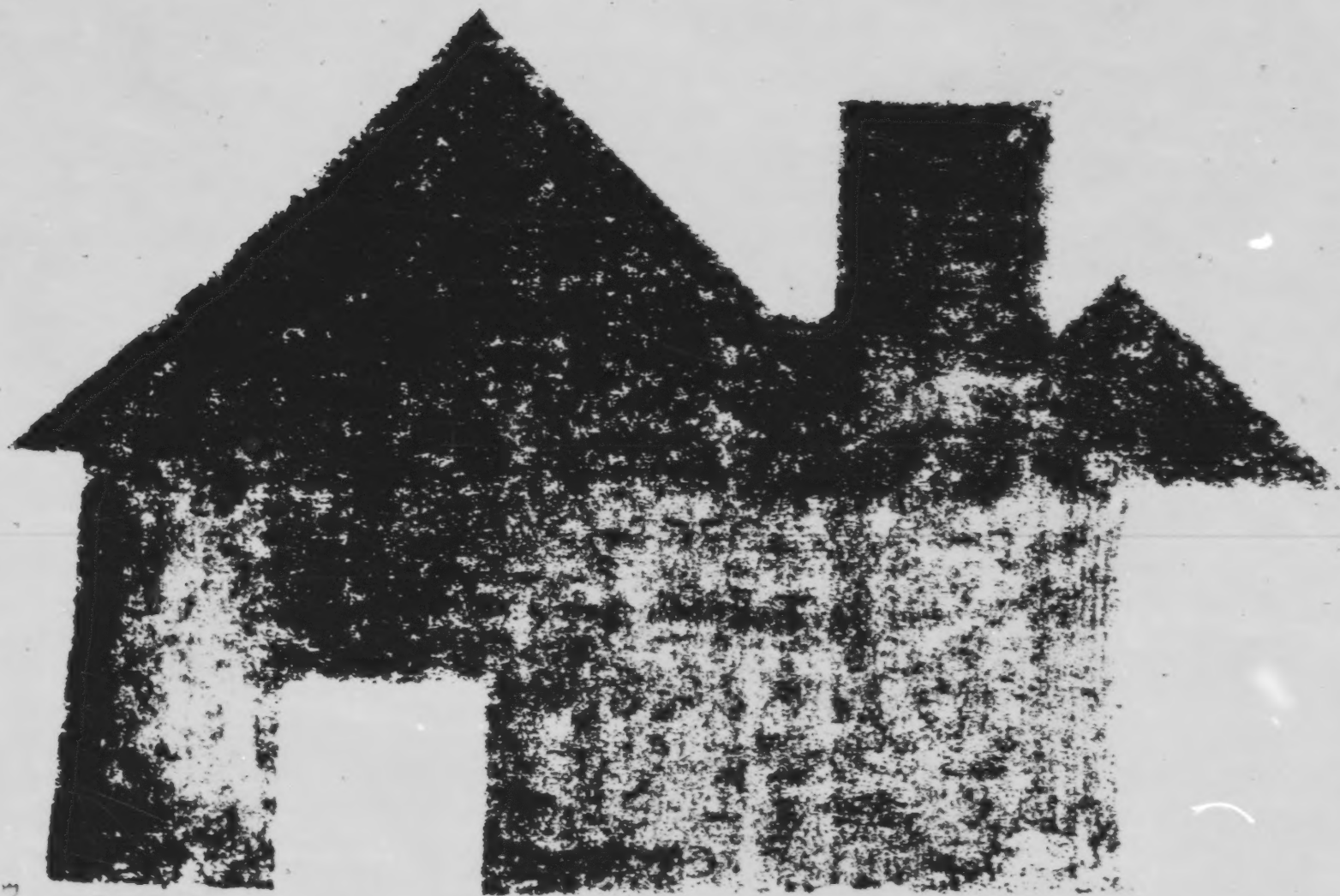






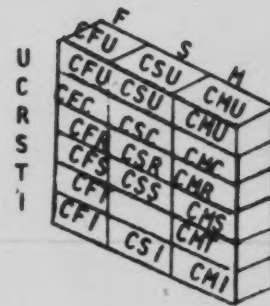


USE TWO SETS OF TANGRAMS



57

58  
1



**Concept**      **Cognition**

### Curricular Objective

1.8 Given a ditto with scrambled letters, the child will be able to rearrange the letters to produce a familiar word.



### Input

Discuss the making of an omelet;  
how the eggs are mixed up and  
put back together again.  
Today's puzzle will be like that.

### Learning Opportunities

- I: The children will verbally suggest color words for the teacher to write on the blackboard.
- II: Teacher will choose one, rearrange the letters, and let children guess which color was used.
- III: Child will proceed independently on ditto (1.8.A).
- IV: Child colors picture.

**Media**

Dittos 1.8A, 1.8.B, 1.8.C,  
1.8.D, and 1.8.E.

Blackboard  
Crayons

**Output**

The child will rearrange the  
scrambled letters to form  
known words.

**Evaluation**

Given a ditto with scrambled letters, the child will be  
able to rearrange the letters to produce a familiar word.

No

Pursue at later date if this  
task is too difficult.

Yes

Stop

Optional

**Enrichment**

Dittos 1.8.F, 1.8.G, 1.8.H.  
Precede each ditto by oral  
listing. Teacher record.  
Children can originate own  
list.





### Gay Balloons

Rearrange the letters  
on the balloons and  
name the colors.

Color the balloons  
with the correct color.

## UNSCRAMBLE

AND

RHYME

Each scramble word is a  
 COLOR that RHYMES with  
 the picture next to it.  
 Unscramble the word and  
 write the color correctly.  
 Remember, the word does  
not describe the picture,  
 it will rhyme with it.

1. ERD



2. CALKB



3. NERGE



4. THEWI



5. LEBU



6. NOBRW



7. NKPI



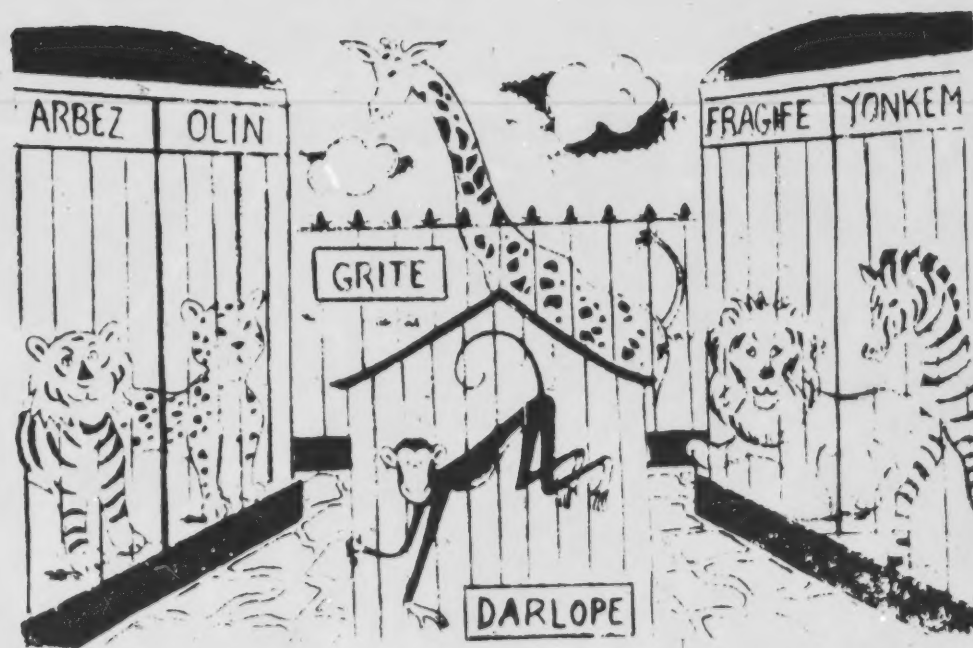
8. ARYG



## JUMBLED ANIMALS

Can you untwist these signs?

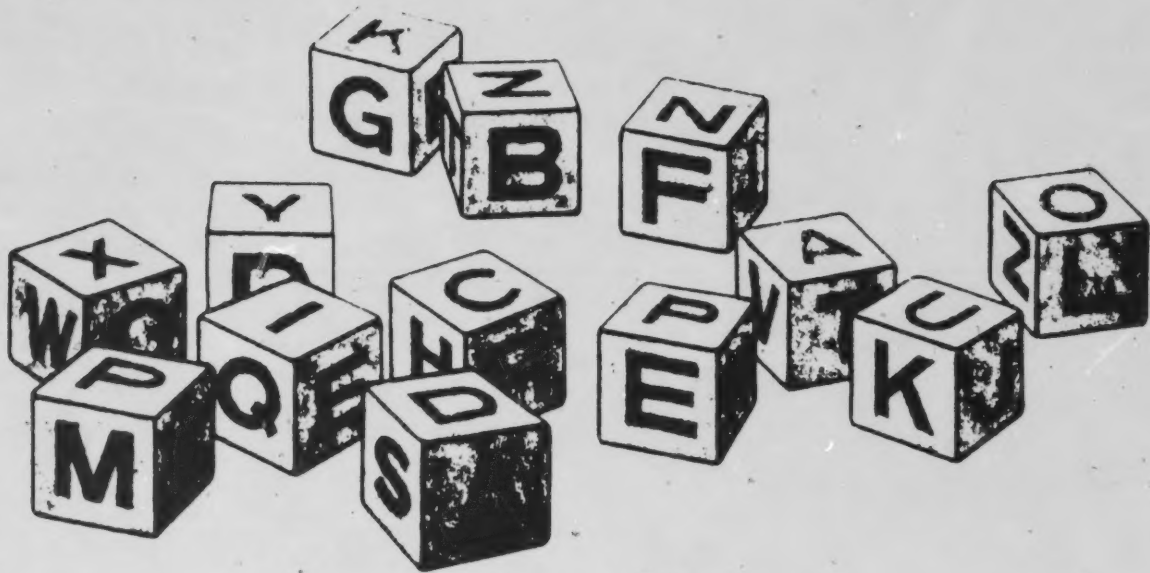
The zookeeper wanted to have some fun, so he mixed up the order of the letters in the animal signs. Instead of BUFFALO, he painted the sign UFFALBO. Along came another jokester and put the signs on the wrong cages. Can you straighten them out?



THE SIGNS STAND FOR THE FOLLOWING ANIMALS.

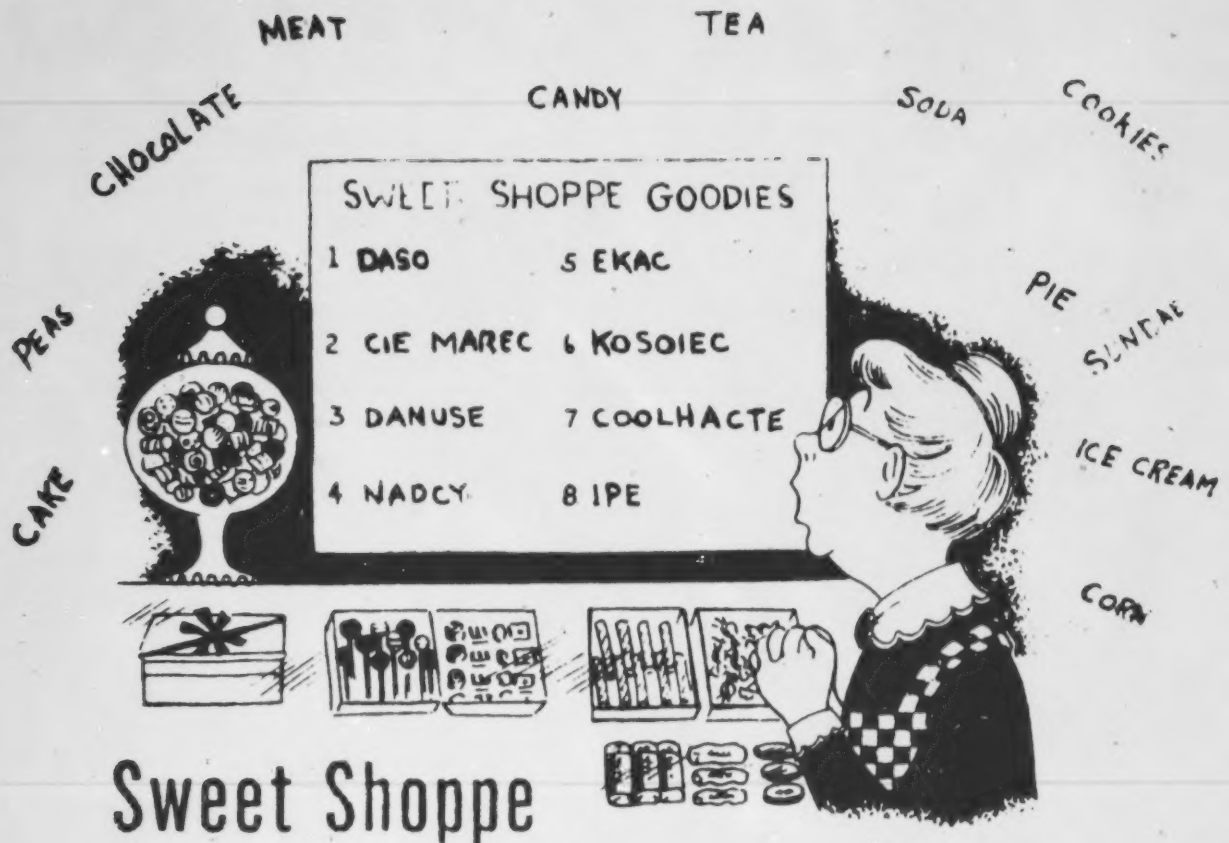
1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_
2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

What words can you make with these letters?



1. oyb \_\_\_\_\_
2. edb \_\_\_\_\_
3. agb \_\_\_\_\_
4. ish f \_\_\_\_\_
5. tah \_\_\_\_\_
6. nca \_\_\_\_\_
7. nme \_\_\_\_\_
8. llab \_\_\_\_\_
9. rca \_\_\_\_\_
10. otp \_\_\_\_\_

11. illh \_\_\_\_\_
12. ilkm \_\_\_\_\_
13. alckb \_\_\_\_\_
14. lgri \_\_\_\_\_
15. binca \_\_\_\_\_
16. hdna \_\_\_\_\_
17. clkco \_\_\_\_\_
18. useho \_\_\_\_\_
19. ssgra \_\_\_\_\_
20. lyf \_\_\_\_\_



## Sweet Shoppe

### *How Are You at Jumbles?*

MRS. SWEETSTUFF, the owner of the neighborhood candy and ice cream parlor, has made lots of mistakes in preparing today's list of good things to eat and drink. In fact, she has mixed up the words so much that she needs help in straightening them out.

Can you rearrange the letters to form the words?

- |         |         |
|---------|---------|
| 1. .... | 5. .... |
| 2. .... | 6. .... |
| 3. .... | 7. .... |
| 4. .... | 8. .... |





## MIXED FRUITS

*Can You Unscramble their Names?*

MR. GREEN, a biology teacher, has figured out a way to make his class sit up and take notice. He has written the names of 10 common fruits on the blackboard — but he has scrambled up the letters. Can you rearrange the jumbled letters so you can name the 10 fruits.

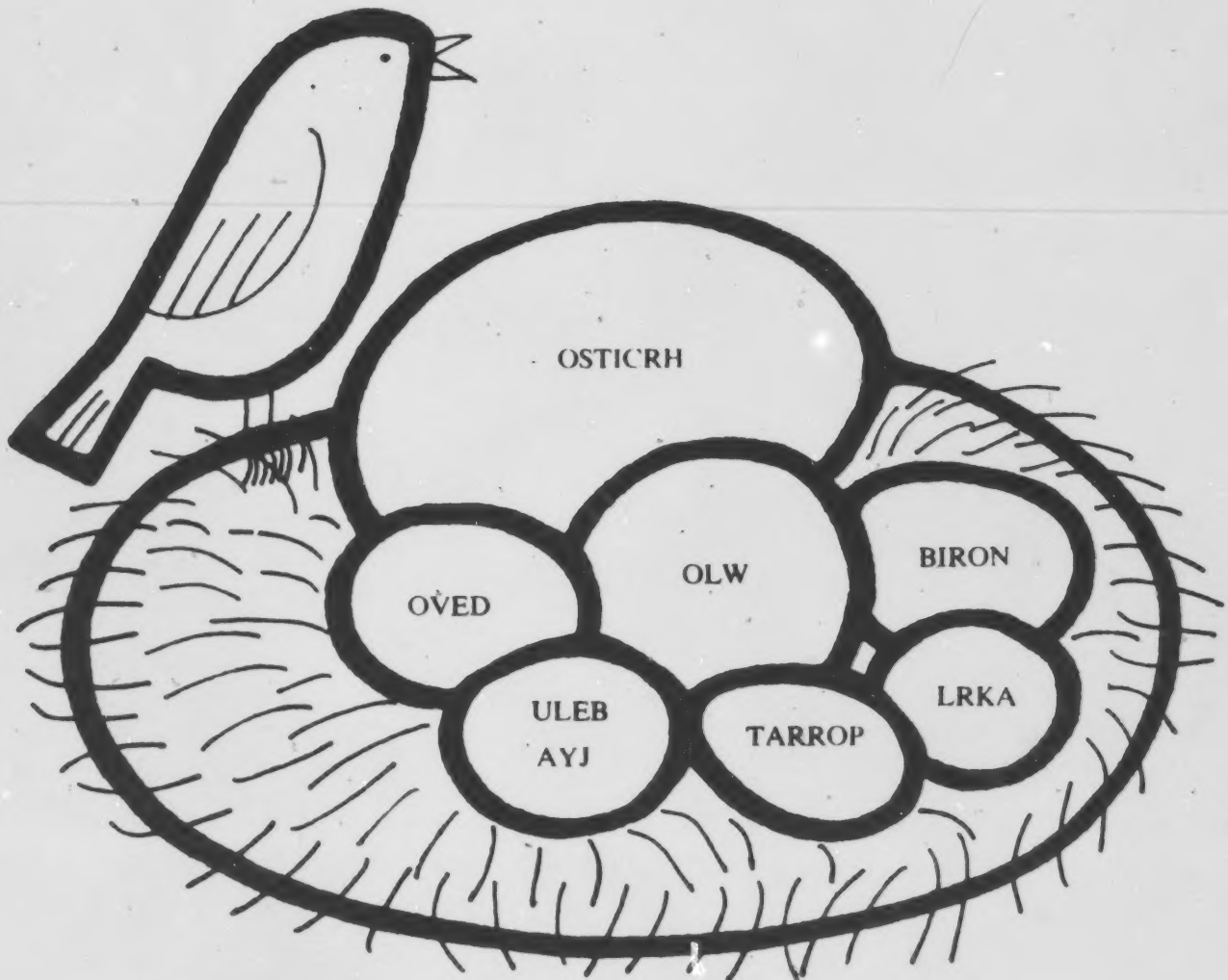
- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

From Doubleday Activity Book, Big Book of Pencil Games © 1962  
Doubleday and Co., Inc.

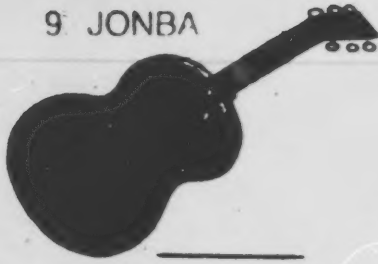


# SCRAMBLED EGGS

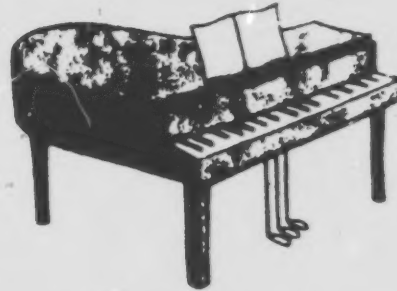
What a crowded nest this is! There are seven eggs in this nest, and each egg is from a different bird. The name of each bird is on its egg, but the letters are all scrambled. In order to find out each bird's name, you must unscramble the letters on each egg. Can you do it? Hint: All the birds are well known.



9 JONBA



WE HAVE GIVEN YOU TEN WORDS  
TO UNSCRAMBLE AND PLACE  
BY THE CORRECT INSTRUMENT.



4 MUTETPR



10. HOPENXAAS



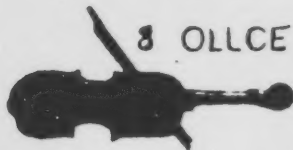
2. PARH

# WORD GAME



7. YMSOBCL

8 OLLCE



1. UGAIR



5 NIOLVI



3 NAOPI



6. MURD

Concept Cognition

|     |     |     |   |
|-----|-----|-----|---|
|     | F   | S   | M |
| CFU | CSU | CMU |   |
| CFE | CSC | CMC |   |
| CFA | CSR | CMR |   |
| CFS | CSS | CMS |   |
| CFI | CSI | CMI |   |

U  
C  
R  
S  
T  
I

### Curricular Objective

1.9 Given a ditto with a "field of letters", the child will be able to find hidden words.



### Input

Discuss our inability to sometimes find things when they are right in front of us.

### Learning Opportunities

The teacher will present a "Seek and Find" ditto.

I: The children will locate two words in top line of letters, boxing them in.

II: Children will proceed independently.

**Media**

Ditto 1.9.A  
Pencils

**Output**

The children will locate hidden words.

**Evaluation**

Given a ditto with a "field of letters", the child will be able to find hidden words.

No

Give a similar ditto (1.9.B)  
and a helping partner.

Yes

Stop

Optional

**Enrichment**

|       |       |       |
|-------|-------|-------|
| 1.9.C | 1.9.D | 1.9.E |
| 1.9.F | 1.9.G |       |

Very capable children can  
produce their own puzzle.

# SEEK & FIND

The names of 15 general items can be found below. The names appear in 2 directions — up and down and across. Box it in and cross out word as you find it under drawing.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D | O | G | P | R | D | O | B | I | R | D | A | E | M | S | R | C | F | B |
| N | A | F | A | I | R | P | L | A | N | E | R | E | G | U | D | M | T | S |
| O | C | R | T | S | P | E | N | U | O | T | T | A | D | C | M | O | S | P |
| G | L | T | Y | H | A | R | B | O | Y | C | F | C | A | R | E | T | S | E |
| I | P | C | T | O | B | C | V | R | D | S | K | A | O | B | E | H | O | N |
| R | T | A | S | R | H | O | D | H | O | U | S | E | A | R | P | E | I | C |
| L | I | T | N | S | L | W | Y | O | H | M | A | R | E | S | S | R | O | I |
| S | U | N | V | E | T | H | C | F | B | O | A | T | T | K | O | P | N | L |
| A | F | A | T | H | E | R | R | A | W | T | O | O | P | B | A | L | L | C |

BOAT



CAT



GIRL



AIRPLANE



FATHER



BOY



COW



HOUSE



BALL



MOTHER



CAR



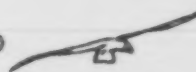
DOG



HORSE



BIRD



PENCIL



# SEEK & FIND

The names of 15 clothing items can be found below. The names appear in 2 directions — up and down and across. Box it in and cross out word as you find it under drawing.

|   |   |   |   |   |   |   |   |          |          |          |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|----------|----------|----------|---|---|---|---|---|---|---|---|
| E | S | H | O | E | S | T | H | I        | B        | E        | L | T | S | I | S | A | M | S |
| I | C | A | L | O | U | P | U | I        | L        | C        | O | A | T | L | W | E | K | T |
| E | D | N | T | P | U | A | C | K        | Y        | S        | A | H | E | R | E | T | H | O |
| E | R | G | R | A | E | N | S | T        | C        | K        | O | S | U | N | A | T | R | C |
| I | E | N | T | J | H | T | I | E        | W        | I        | O | U | R | L | T | D | A | K |
| N | S | D | I | A | F | S | Y | O        | U        | R        | D | I | O | N | E | T | L | I |
| I | S | K | E | M | I | T | T | <b>H</b> | <b>A</b> | <b>T</b> | H | T | I | S | R | Y | O | N |
| B | I | G | M | A | I | B | O | O        | T        | S        | S | G | U | E | V | E | Y | G |
| S | O | C | K | S | C | A | S | I        | S        | H        | I | R | T | A | N | K | E | R |

SHOES



BELT



COAT



SWEATER



STOCKING



DRESS



PAJAMA



HAT



SKIRT



SUIT



BOOTS



SOCKS



SHIRT



TIE



PANTS





# SEEK & FIND

The names of 15 food items can be found below. The names appear in 2 directions — up and down and across. Box it in and cross out word as you find it under drawing

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| L | O | B | R | E | A | D | B | O | L | D | V | E | N | T | I | V | U | P |
| R | E | T | W | A | S | O | U | P | O | C | A | S | R | S | C | E | A | O |
| B | U | L | M | T | H | P | D | I | F | M | T | I | O | D | E | G | P | T |
| U | G | E | I | L | L | I | O | P | N | E | A | I | L | I | C | E | F | A |
| T | Y | N | L | C | R | E | I | L | A | A | N | E | L | S | R | T | R | T |
| T | L | O | K | E | A | H | A | M | O | T | B | S | S | U | E | A | U | O |
| E | A | T | O | W | C | O | O | K | I | E | S | E | M | J | A | B | I | E |
| R | I | O | M | R | O | P | B | J | M | G | R | A | V | Y | M | L | T | S |
| S | L | C | E | R | E | A | L | R | L | T | E | C | A | K | E | E | R | G |

BREAD



SOUP



COOKIES



CEREAL



CAKE



BUTTER



MILK



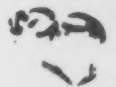
PIE



MEAT



ROLLS



ICECREAM



VEGETABLE



FRUIT



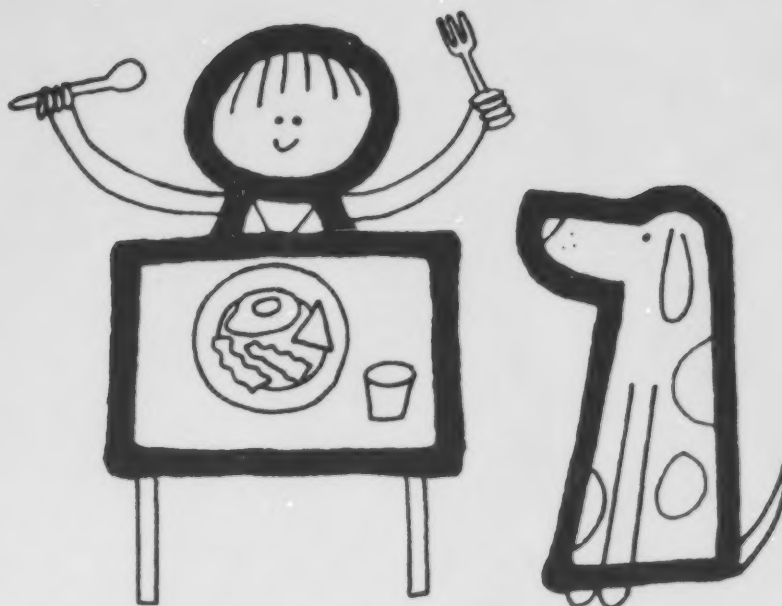
POTATOES



GRAVY



# Word Search--What's for Breakfast?



S E L F F A W T A M F R S  
 G E L T R A L O I S I H E  
 G I C A N T U A R T R L C  
 E H S I N A Z S E E A R K  
 T O R A U I L T D M A B O  
 E A I R A J A D E P T N A  
 F K O R A E E F F O C A N  
 I N A N G D R G A N T O O  
 V A L C W F E M N O C R I  
 M B E H N F C E K A N I T  
 E A E R T A T L B M R E O  
 K A H N O J P O T A A O O  
 T S A O T H C N E R F R T

Here are the words to find

1. ~~BACON~~
2. CEREAL
3. COFFEE
4. EGGS
5. FARINA
6. FRENCH TOAST
7. HAM
8. MELON
9. MILK
10. OATMEAL
11. ORANGE JUICE
12. PANCAKE
13. SHREDDED WHEAT
14. TEA
15. TOAST
16. WAFFLES

# Word Search--What I'd Like to Be



## Here are the words to find

1. ACTOR
2. ARTIST
3. ASTRONAUT
4. BANKER
5. COWBOY
6. DENTIST
7. DOCTOR
8. FARMER
9. FIREMAN
10. LAWYER
11. MINISTER
12. NUN
13. NURSE
14. PILOT
15. POLICEMAN
16. PRESIDENT
17. RANGER
18. SECRETARY
19. TEACHER

P I L O T O N U N O T R E H C A E T  
 O R X Z R T R E G N A R A T N O U Y  
 L P E D O C T O R P A R C K D A N R  
 I A C S R E T S I N I M T G N J A A  
 C N O O I D R I A Z F T O O N M R T  
 E E W U T D K M S F Y A R O N L T E  
 M S B A S D E N T I S T R L K N I R  
 A R O T R R J N T V S L L M P O S C  
 N U Y P I X O Q T A W N M O E G T E  
 O N K F R E Y W A L B A N K E R T S

## Word Search--Find the Presidents

The last names of sixteen United States Presidents can be found in the box of letters below. To find them, you will have to read forward, backward, up, down, or diagonally. Once you find a name, draw a line around it in the box as we did with JEFFERSON, and also cross it off the list, as we did. Can you find all of them?

**FORWARD:** from left to right

**UP:** from bottom to top

**BACKWARD:** from right to left

**DOWN:** from top to bottom

**DIAGONALLY:** in a slanting line from top to bottom (like the name JEFFERSON), or from bottom to top

J A C K S O N M A O I T A  
R E I S E N H O W E R T D  
O N F P T O N N M A L I A  
A N J F R K Z R X E O J M  
N O O O E I I O V I U Q S  
I T H N J R D E E B Y T N  
X G N A G D S Q U I D T L  
O N S M T O H O O V E R O  
N I O U O M G O N D N X C  
A H N R T T G R E F N Y N  
T S A T Z F F O A E E Y I  
M A O T R N A K G N K N L  
K W I L S O N T O O T T P

Here are the names to find

1. ADAMS
2. EISENHOWER
3. GRANT
4. HOOVER
5. JACKSON
6. ~~JEFFERSON~~
7. JOHNSON
8. KENNEDY
9. LINCOLN
10. MONROE
11. NIXON
12. ROOSEVELT
13. TAFT
14. TRUMAN
15. WASHINGTON
16. WILSON

## Concept Cognition

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | H   |
| U | CFU | CSU | CHU |
| C | CFU | CSU | CHU |
| R | CFU | CSU | CHU |
| S | CFU | CSU | CHU |
| T | CFU | CSU | CHU |
| I | CFU | CSU | CHU |

### Curricular Objective

- 1.10 Given a ditto the child will select all the objects beginning with the sound of "p".



### Input

Review the initial sound of "p" from previous learning.

### Learning Opportunities

- I: The teacher will call for as many "p" words as the children can think of. (Oral, or record on board.)
- II: The teacher will present a ditto (See 1.10.A).
- III: A volunteer will name one "p" object and all children will record it on their sheets.
- IV: Proceed independently.
  - A: Encourage children to sound out words as no help should be given on spelling. (The exercise tests perception and not spelling)
- V: Later, record all "p" words on board as children check their own sheets.

**Media**

Ditto 1.10.A  
Pencils  
Blackboard  
Chalk

**Output**

The children will review the initial sound of "p" and attempt to locate pictures having this beginning.

**Evaluation**

Given a ditto the child will select all the objects beginning with the sound of "p".

No

Yes

Stop

Optional

**Enrichment**

Ditto 1.10.B  
1.10.C  
Laminate similar pages.  
Double-day Activity Book an excellent source.



# P'S APLENTY

How many objects can you find in this picture that begin with the letter P? You're really good if you can find 12.



1. \_\_\_\_\_ 5. \_\_\_\_\_ 9. \_\_\_\_\_
2. \_\_\_\_\_ 6. \_\_\_\_\_ 10. \_\_\_\_\_
3. \_\_\_\_\_ 7. \_\_\_\_\_ 11. \_\_\_\_\_
4. \_\_\_\_\_ 8. 70 12. \_\_\_\_\_

Do the best you can with spelling. Now color the objects.

Put an X on everything that starts with  
There are about 20. How many can you find?

W

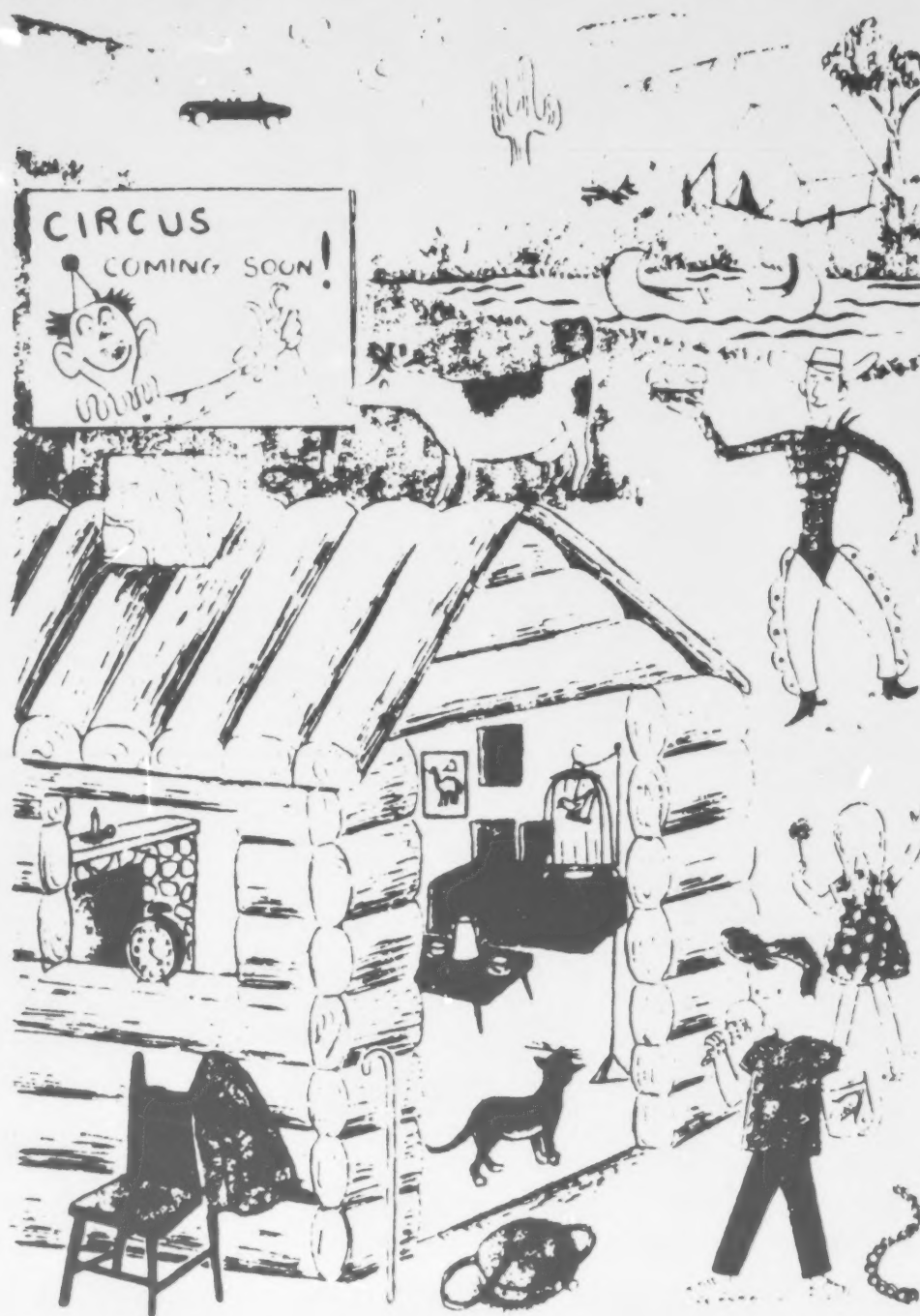


I found \_\_\_\_\_

20

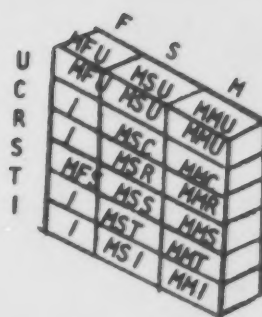
Put an X on everything that starts with  
There are about 33. How many can you find?

C



81 I found —

**Concept    Memory**



**Curricular Objective**

- 2.1 The child will observe a group of articles and then name as many as he can remember.



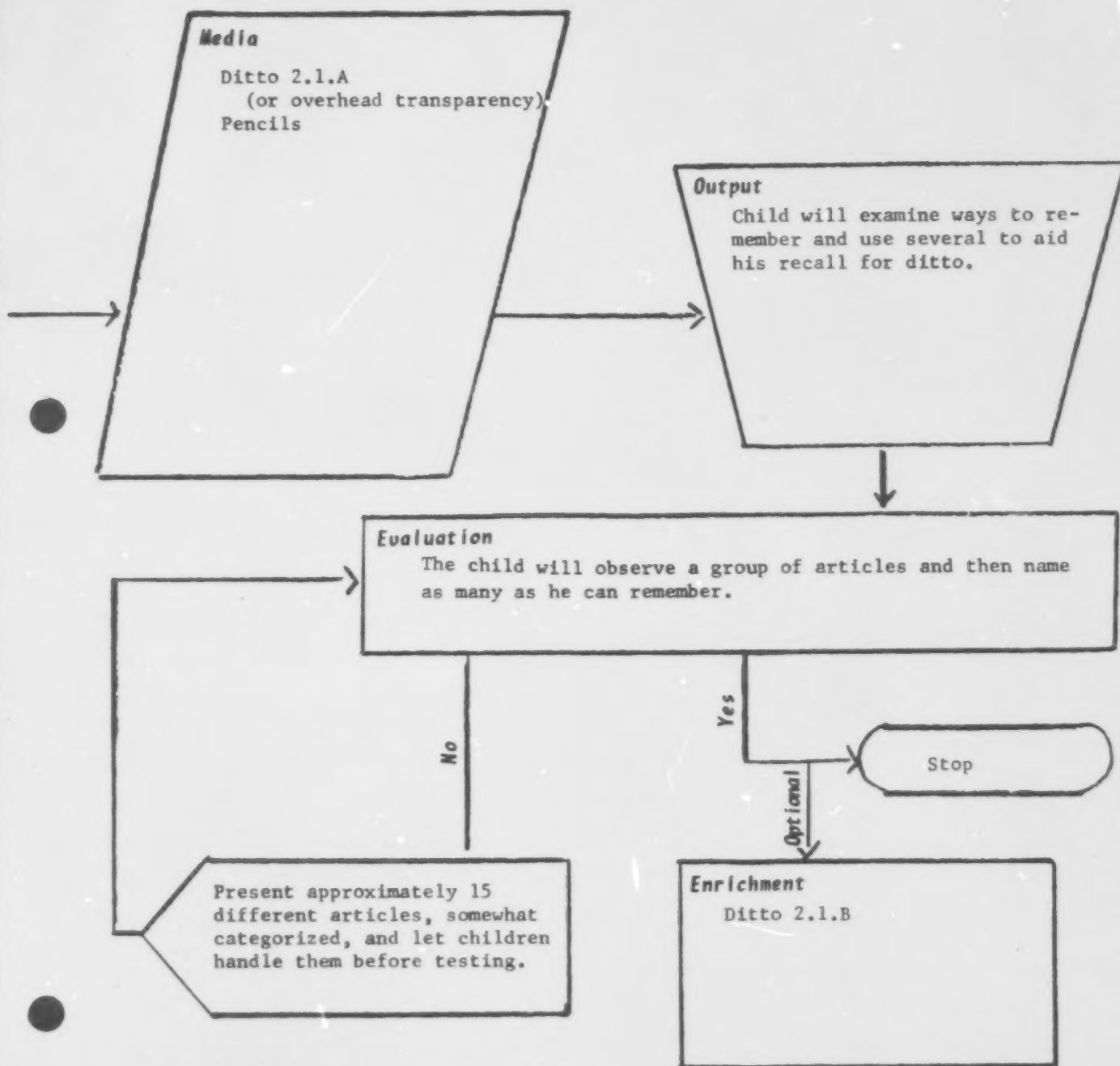
**Input**

Discuss why memory is important. Talk about ways people help themselves remember things. (String on finger, grocery lists etc.) Play a game of "Hardware". The first player says, "I went to a hardware store and bought a screwdriver." The next player must repeat, and add something else sold in hardware. Start again after five listings. Or, "I went for a walk and saw a robin." The next player must repeat, and add another bird. Start again after five listings.

(Have time limit to keep game interesting.)

**Learning Opportunities**

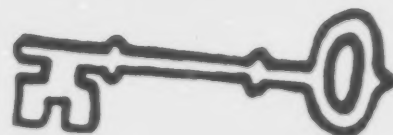
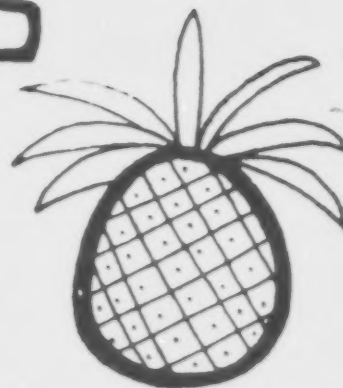
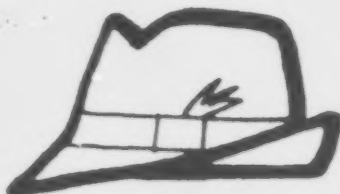
- I: The teacher passes out ditto (See 2.1.A)
- II: The children look at pictures and decide if there is anything they can do to aid their recall.  
A: Mark suggestions on board (categories, materials etc.)
- III: Teacher times observation. (2 min.)
- IV: Children turn sheet to recall.
- V: Check together.
- VI: Discuss again techniques of most successful children.





## How's Your Memory?

Study the picture for two minutes. Then turn the sheet over and name (or draw) as many as you can remember. There are 14 objects. 7 will be pretty good.





# MEMORY GAME

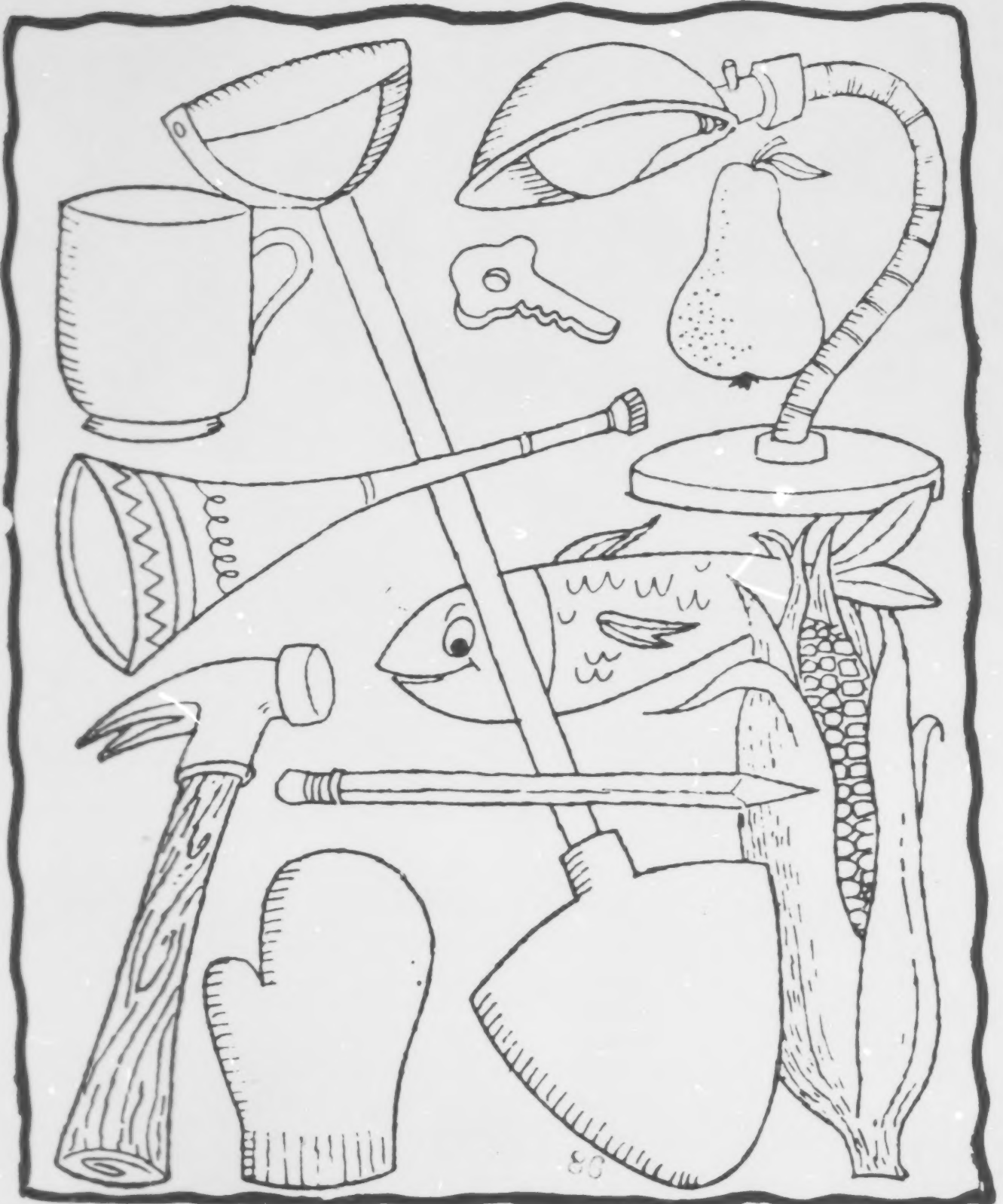
2.1.B

Study for 2 minutes. Then turn the sheet over. On another sheet, sketch or write the things you remember. There are 15.



### MEMORY GAME

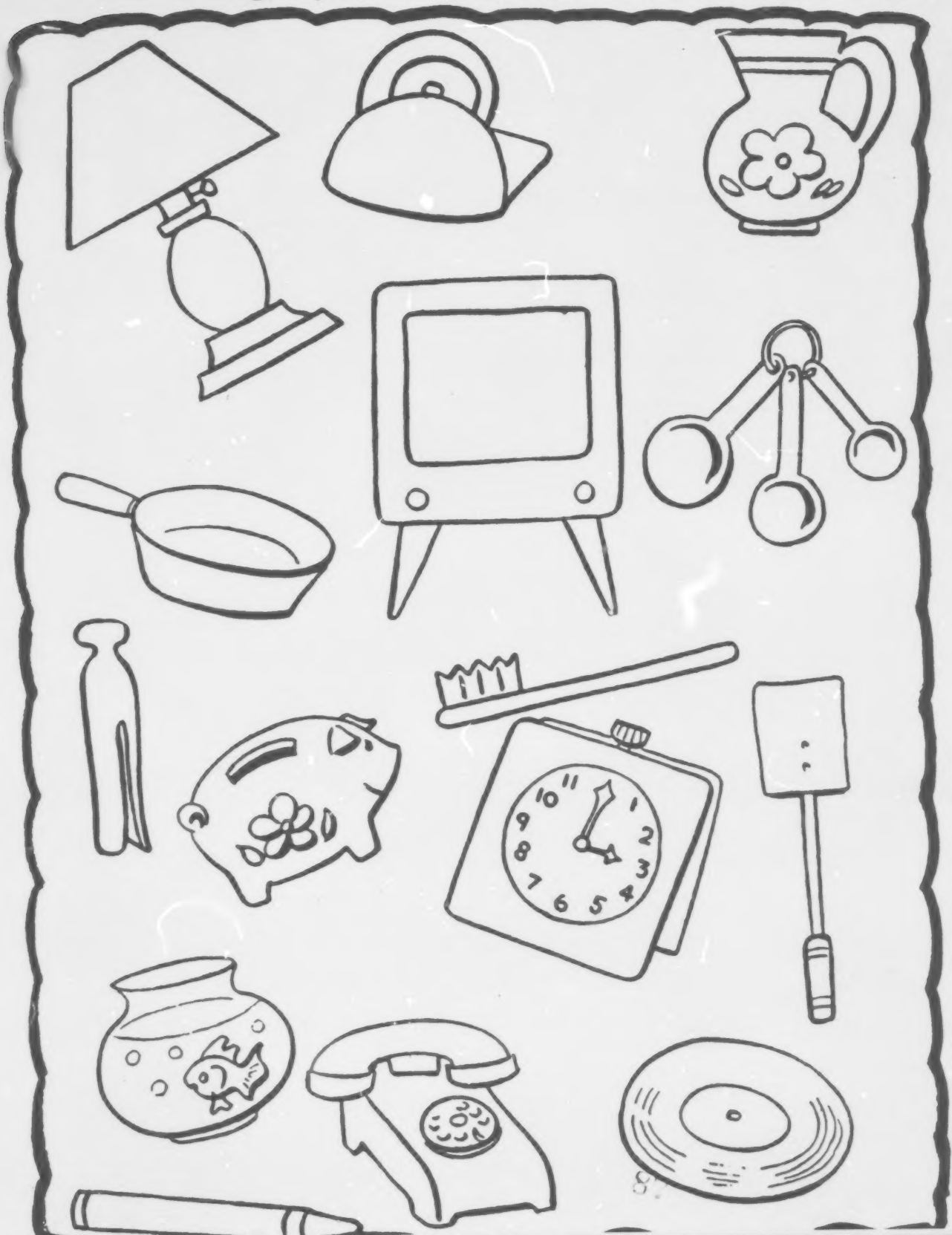
Study for 2 minutes. Then turn the sheet over. On another sheet, sketch or write the things you remember. There are 11.



## MEMORY GAME

2.1.B

Study for 2 minutes. Then turn the sheet over. On another sheet, sketch or write the things you remember. There are 15.



|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | MFU | MSU | MMU |
| C | MCU | MSC | MSC |
| R | MCU | MSC | MSC |
| S | MCU | MSC | MSC |
| T | MCU | MSC | MSC |
| I | MCU | MSC | MSC |

Concept Memory

### Curricular Objective

2.2 The child will be able to manipulate figures upon a flannelboard and tell the story of "Tommy Turkey" from memory.

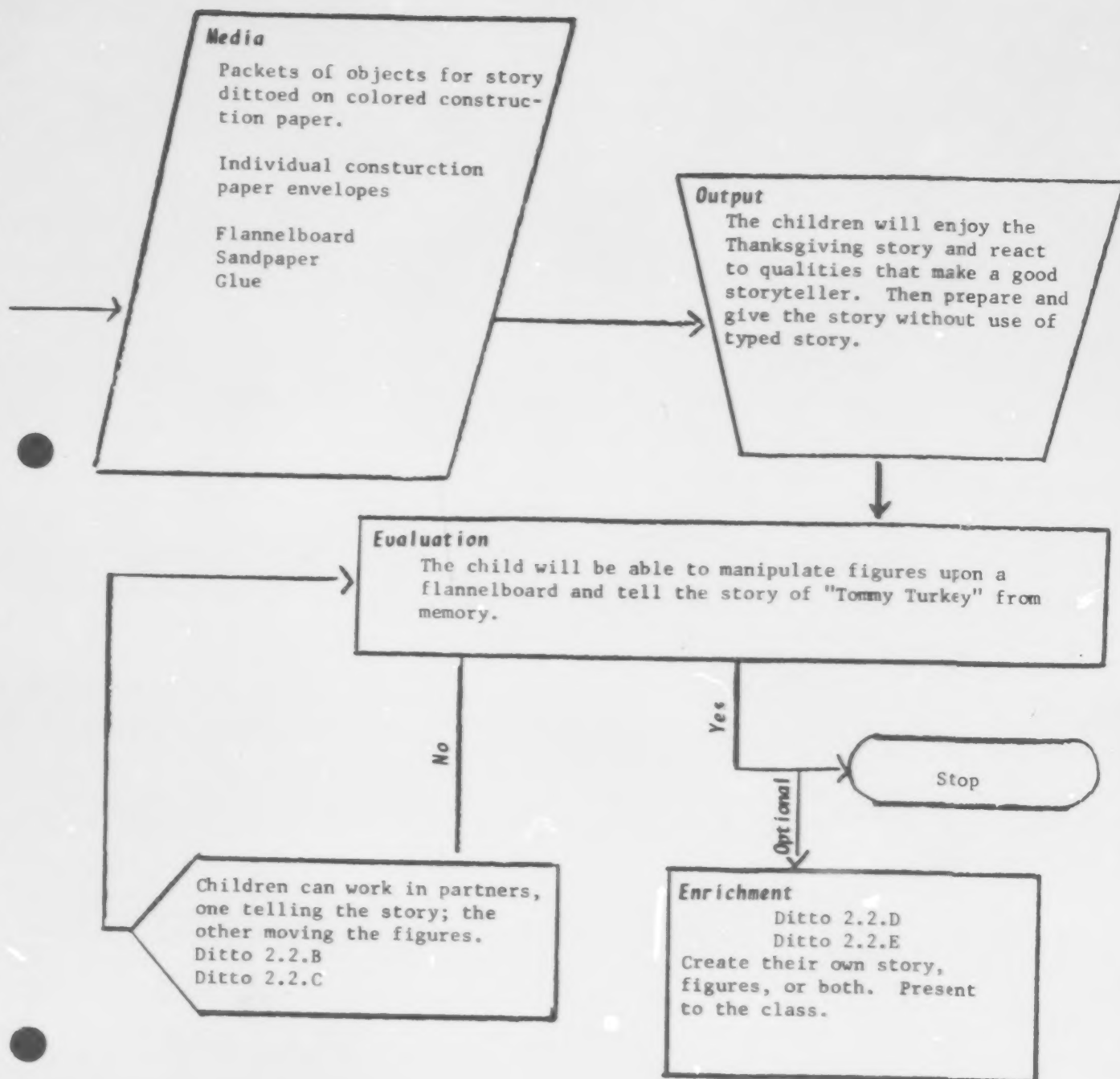


### Input

Talk about why people might like being in the movies or on television. Bring in the reasons why people like stories and what makes a good story teller.

### Learning Opportunities

- I: The teacher will present the story of "Tommy Turkey" on a flannelboard. (See 2.2.A)
- II: List on the board the reasons they enjoyed the presentation. (Knowing the story, expression, audience contact, big and colorful articles.)
- III: Pass out package and stapled construction paper envelope with all the parts to story. The child will prepare these during free time.
- IV: On second day, teacher again presents the story.
  - A: Children invited to chime in.
  - B: Note to children that the story isn't told exactly the same because no paper is used.
- V: Children will number their articles in proper sequence.
  - A: Pieces of sandpaper will be glued to back.
- VI: On third day, children arrange objects face down, in sequence.
  - A: Children talk along as teacher retells story, placing objects on desks as needed.
- VII: Children take home package for Thanksgiving presentations. Encourage practice!





### TOMMY TURKEY

**Material:** Identical turkeys in size--Brown, Red, Green, and Orange, and picture of Roast Turkey (from magazine)

Tommy was a big fat turkey who lived on a farm. One day just before Thanksgiving, he went for a walk. On the way he met a dog.

"Ha, ha. You're the funniest turkey I ever saw", said the dog.

"What is wrong with me?" said Tommy Turkey.

"Look at your ugly color. You would be much prettier if you were red."

Tommy Turkey hurried home and dyed his feathers a bright red. He walked down the street proudly until he met a cat. The cat began to laugh. "Ha, ha. You are the funniest turkey I ever did see," he cried.

"What is wrong with me?" asked Tommy.

"Who ever heard of a red turkey? You would be much prettier if you were green."

Tommy hurried home, washed off the dye and made a green dye bath. When he came out a beautiful green he went out for a stroll. A cow came by and she laughed out loud. "Moo, moo. You're the funniest turkey I ever saw. "Moo, moo."

"What is wrong with me?" cried Tommy.

"Who ever heard of a green grass turkey. You would be much prettier if you were orange."

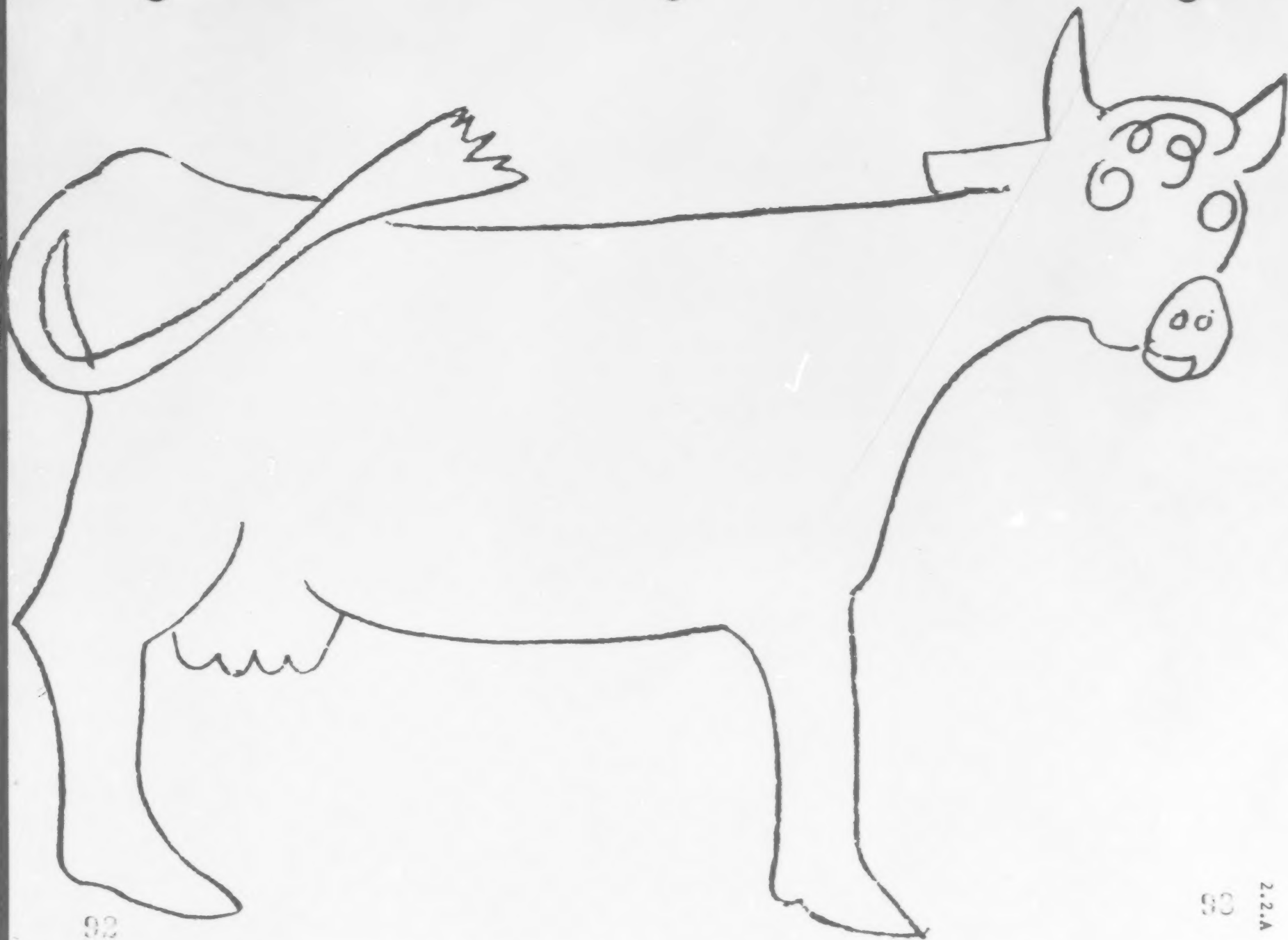
Poor Tommy. He felt so sad he rushed home and changed into an orange turkey. He strutted and said, "Now I am the most beautiful turkey in the world." Soon he met a boy. "oh, Tommy, I heard what you said. Come with me and I will turn you into a truly beautiful turkey brown. Then you will really be the most beautiful in the world."

Tommy followed the boy home and before he could change his mind he was changed into the most beautiful golden brown turkey in all the world.

He wishes you a Happy Thanksgiving Day!









## LITTLE RED HEN

2.2.B

One day the little red hen was scratching in the farmyard when she found a grain of wheat.

"Who will plant the wheat?" said she. "Not I," said the duck. "Not I," said the cat. "Not I," said the dog.

"Very well then," said the little red hen, "I will." So she planted the grain of wheat. After some time the wheat grew tall and ripe.

"Who will cut the wheat?" asked the little red hen. "Not I," said the duck. "Not I," said the cat. "Not I," said the dog.

"Very well then, I will," said the little red hen. So she cut the wheat. "Now who will thresh the wheat?"

"Not I," said the duck. "Not I," said the cat. "Not I," said the dog. "Very well then I will," said the little red hen. So she threshed the wheat.

When the wheat was threshed, she said, "Who will take the wheat to the mill to have it ground into flour?" "Not I," said the duck. "Not I," said the cat. "Not I," said the dog. "Very well then, I will," said the little red hen. So she took the wheat to the mill.

When the wheat was ground into flour, she said, "Who will make this flour into bread?" "Not I," said the duck. "Not I," said the cat. "Not I," said the dog.

"Very well then, I will," said the little red hen, and then she baked a lovely loaf of bread.

Then she said, "Who will eat the bread?"

"Oh! I will," said the duck.

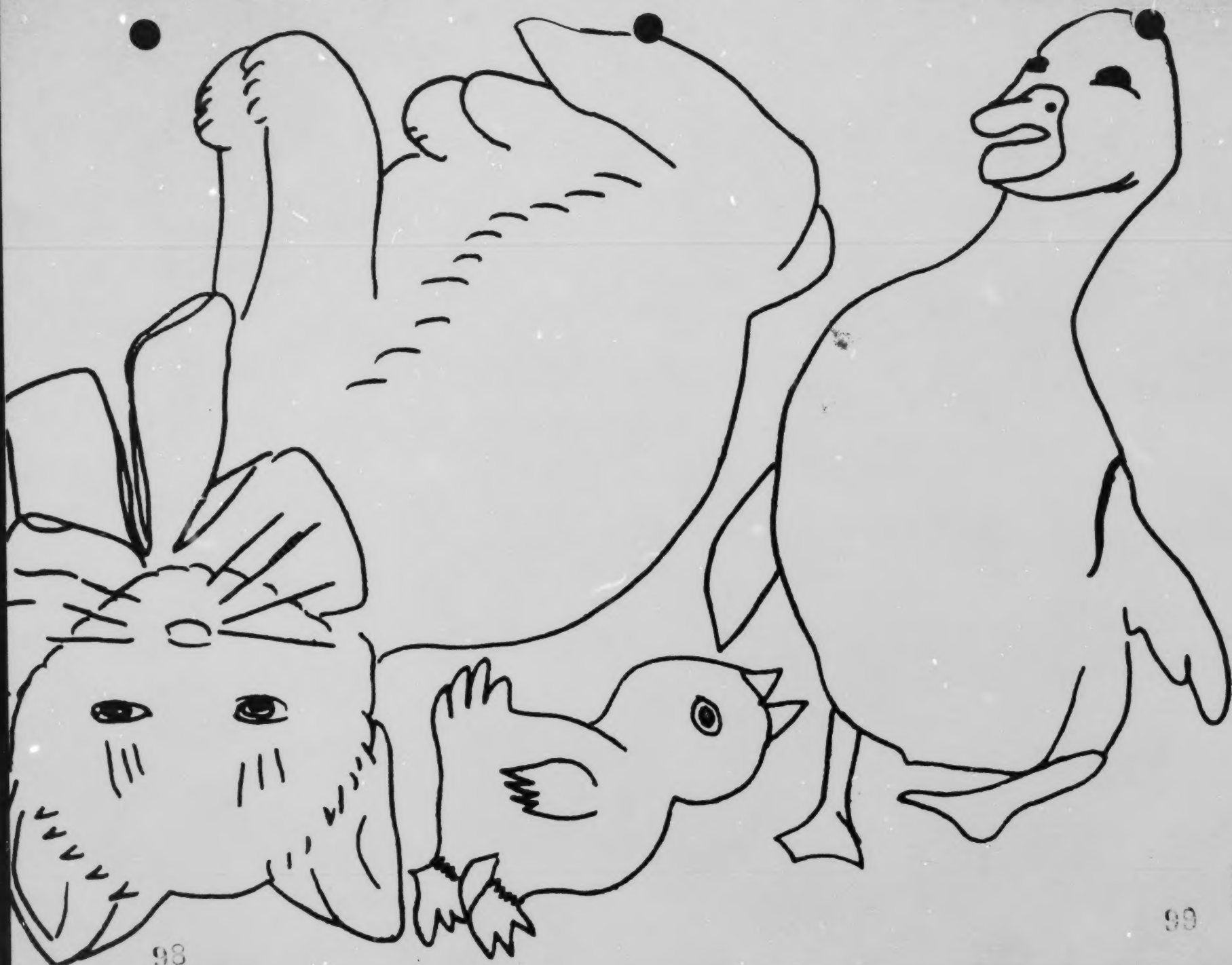
"Oh! I will," said the cat.

"Oh! I will," said the dog.

"Oh, no, you won't!" said the little red hen. "I will."

And she called her chicks and shared the bread with them.







BILLY GOATS GRUFF

Once upon a time three billy goats lived by a hill. There was Great Billy Goat Gruff. There was Big Billy Goat Gruff. And there was Little Billy Goat Gruff.

The three goats liked to go up on the hill to eat. The goats had to go over a bridge to go up the hill. And by the bridge lived a big fat troll! One day Little Billy Goat Gruff started to go over the bridge. Trip, trap! Trip, trap! went the bridge.

"Who is on my bridge?" said the big fat Troll in his great big voice. Little Billy Goat Gruff said, "Oh, it is I, Little Billy Goat Gruff. I must go over the bridge. I must go up the hill and get fat."

"You can't go over my bridge. I will eat you!" said the big fat troll in his great big voice. Little Billy Goat Gruff said, "Oh please! Don't eat me. I'm too little. Eat Big Billy Goat Gruff. He is a big billy goat."

"Get away from my bridge, then," said the big fat troll. Away the little billy goat ran. He ran up the hill to get fat. Then Big Billy Goat Gruff started to go over the bridge. Trip, trap! Trip, trap! went the bridge. "Who is on my bridge?" said the big fat troll in his great big voice. "Oh, it is I," said Big Billy Goat Gruff. "I must go over the bridge and up the hill and get fat." "You can't go over my bridge. I will eat you!" said the big fat troll in his great big voice. Big Billy Goat Gruff said, "Oh, please! Don't eat me. I'm too little, eat Great Billy Goat Gruff. He is a great big billy goat." "Get away from my bridge, then," said the big fat troll. Away the billy goat ran. He ran up the hill to get fat.

Then Great Billy Goat Gruff started to go over the bridge. Trip, trap! Trip, trap! Trip, trap, trap, went the bridge. "Who is on my bridge?" said the big fat troll in his great big voice. "It is I, Great Billy Goat Gruff," said Great Billy Goat Gruff. He had a great big voice, too. "You can't go over my bridge. I will eat you!" said the big fat troll.

"You will not eat me," said Great Billy Goat Gruff. "I will knock you off the bridge." Then the big fat troll came up on the bridge. He ran at Great Billy Goat Gruff. Great Billy Goat Gruff ran at the big fat troll. Bump! Bump! Bump! Down went the big fat troll. Great Billy Goat Gruff knocked the big fat troll off the bridge.

That was the end of the big fat troll. Trip, trap! Trip, trap! Trip, trap, trap!

Now the three billy goats go over the bridge every day. They go up on the hill and get fat.



cut out a green hill.  
Make a large bridge - about  
12 inches long.





## THE GINGERBREAD MAN

A little old woman and a little old man lived all alone in a little old house. They were lonesome for they had no little boys or girls to live with them.

One day the old woman said, "I will make a Gingerbread Man." So she made a man of gingerbread and popped him into the oven to bake. Then she sat down to rest. But when the little old woman peeped into the oven to see how the Gingerbread Man was baking--out of the oven he jumped and ran away down the road.

"Stop! Stop!" cried the little old woman. "Stop!" cried the little old man.

The Gingerbread Man laughed and called out: "Run! Run! Run! As fast as you can. You can't catch me. I'm the Gingerbread Man. The little old woman and the little old man ran and ran. But they couldn't catch him.

The Gingerbread Man ran on until he met a cow. "Stop!" called the cow. "I want to eat you."

The Gingerbread Man laughed and called out: "Run! Run! Run! As fast as you can. You can't catch me. I'm the Gingerbread Man." "I ran away from an old man and an old woman. And I can run away from you, I can, I can." The cow ran after him but she couldn't catch him.

The Gingerbread Man ran on until he met a horse. "Stop!" cried the horse. "I want to eat you."

The Gingerbread Man laughed and called out: "Run! Run! Run! As fast as you can. You can't catch me. I'm the Gingerbread Man. I ran away from an old woman, an old man, and a cow. And I can run away from you, I can, I can." The horse ran and ran. But he couldn't catch the Gingerbread Man.

Soon the Gingerbread Man met some farmers. "Stop!" called the farmers. "We want to eat you."

The Gingerbread Man laughed and called out: "Run! Run! Run! As fast as you can. You can't catch me. I'm the Gingerbread Man. I ran away from an old woman, and an old man, a cow, and a horse. And I can run away from you, I can, I can, I can." The farmers ran and ran but they couldn't catch him.

By and by the Gingerbread Man came to a river. And there, by the river, was a sly old fox. "Hello!" said the fox. "Can I carry you across the river?" The Gingerbread Man looked at him. "Don't worry," said the fox. "I won't eat you." So the Gingerbread Man sat on the fox's tail and away swam the fox. When they were halfway across, the fox said, "The river is deep here, my friend. You had better get on my back." So the Gingerbread Man got on the fox's back.

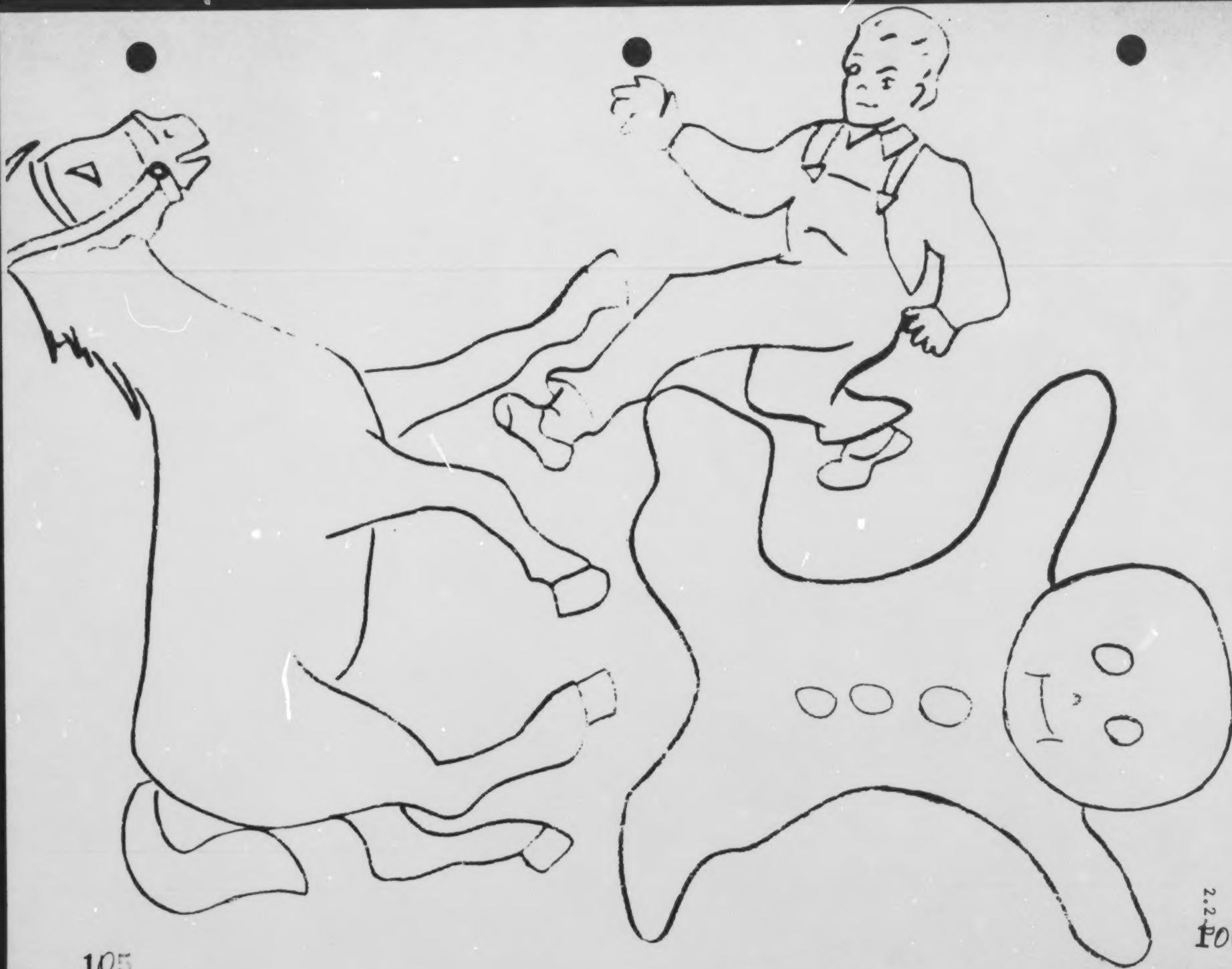
Soon the fox said, "The water is deeper. Jump on my head." The Gingerbread Man jumped on the fox's head. When they were almost across, the fox said, "The water is deepest here. You had better jump on my nose, Gingerbread Man." The Gingerbread Man was afraid of the fox, but he was more afraid of the water. So he climbed onto the fox's nose.

The fox jumped ashore, opened his mouth, and--snip--half of the Gingerbread Man was gone. Snap--and three quarters of him was gone. Snip-snap--and he was all gone. And that was the end of the Gingerbread Man.

But then--a gingerbread man is supposed to be eaten.









## THE BUNNY WHO WANTED A FRIEND

Near the big forest there lived many animals. They lived happily, for they all had friends.

That is, almost everyone had friends. There was one little rabbit called Charles. Charles was all alone.

Charles had no one to sit with him when he ate his dinner. He had no one to wish him pleasant dreams when he went to bed.

When Charles went out to play, he played alone. It was not much fun.

One day he painted a sign: Friend Wanted. He sat in his house and waited--but no one came. Charles waited all day. Then he decided he must do something. If a friend would not come to him, he would go out and find one.

Early the next morning he ate a big breakfast. He put on his best clothes and a new pair of shoes. He even combed his hair.

Charles picked a nice fresh strawberry. It would make a fine present for his friend. He put the strawberry in his pocket and set out through the woods. He walked and he walked, he looked and he looked, but Charles could find no one to be his friend.

Feeling sad and tired he rested a bit. After a while he went on again. Somewhere, somehow, he had to find a friend. Suddenly Charles stumbled.

He had stumbled over a bird's nest which had fallen from a tree. Nearby lay a bird that had fallen with the nest.

The bunny saw that the bird was hurt and could not fly. Charles wondered what to do. If he helped the bird, he would have to stop looking for a friend.

He started to walk away--and then he stopped. It was up to him to help the bird. He would have to find a friend another day.

Charles unbuttoned his coat and gently put the bird inside to keep it warm. He carried it carefully all the way home.

Charles went straight to his bedroom and put the bird in his own bed. He took the strawberry out of his pocket to give to the bird, but the bird did not open its eyes.

Perhaps this bird did not like strawberries. He sat on the bed and wondered what to do.

"I wish I knew more about birds," Charles said. "Then I would know what to do."

Suddenly the bird opened its eyes. "I'm hungry," it said. "I'm thirsty." The bunny hurried to the well to get some water.

He asked the bird what it liked to eat and cooked a big dinner.

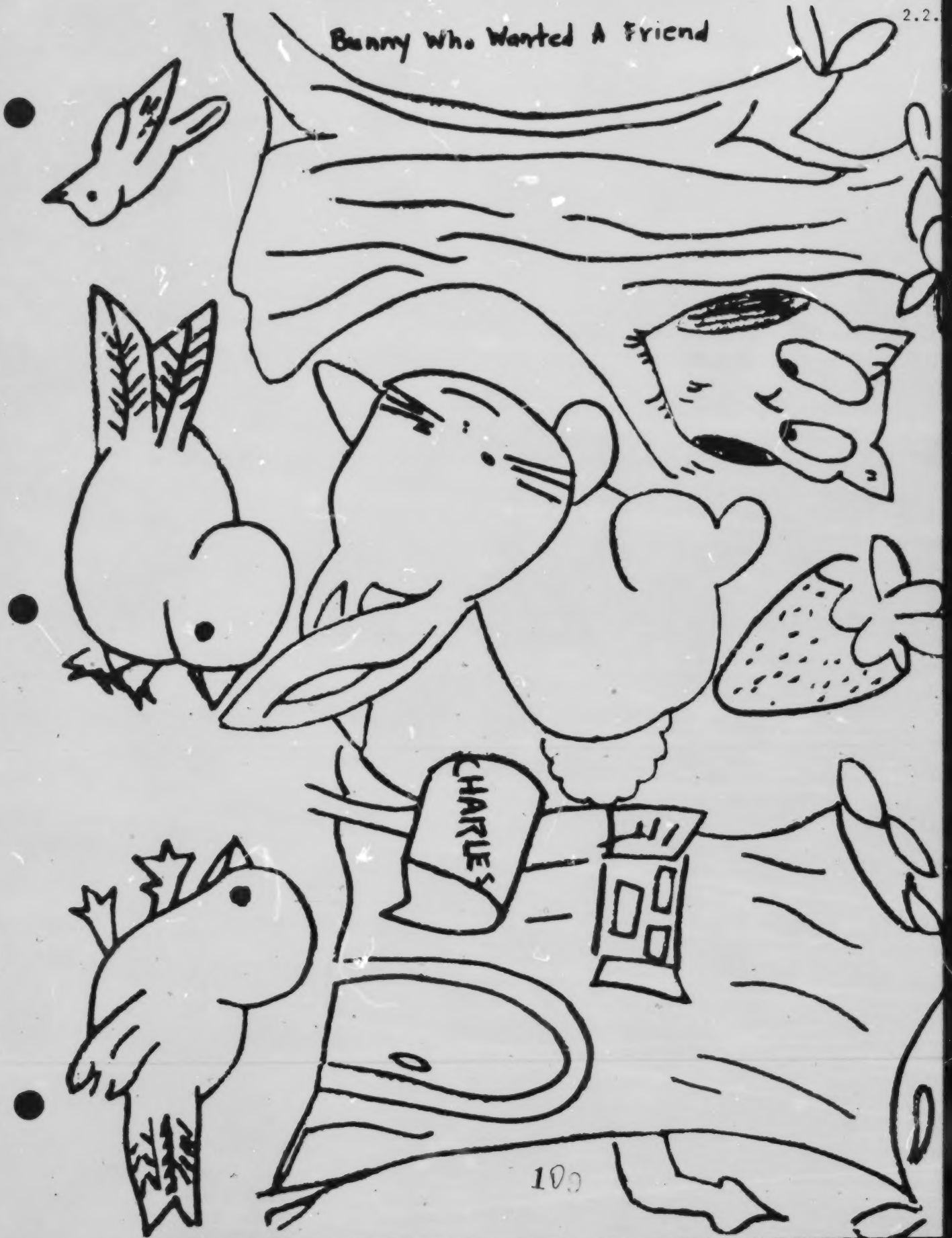
They had a fine time together, and when it grew dark, they went to bed, the bunny and the bird. "Good night," they said to each other. "Pleasant dreams."

The next day the bunny woke up feeling happy. He had someone to care for. He had found a friend at last.



# Bunny Who Wanted A Friend

2.2.



Concept Memory



### Curricular Objective

2.3 The child will try to recall specific information after studying pictures for two minutes.

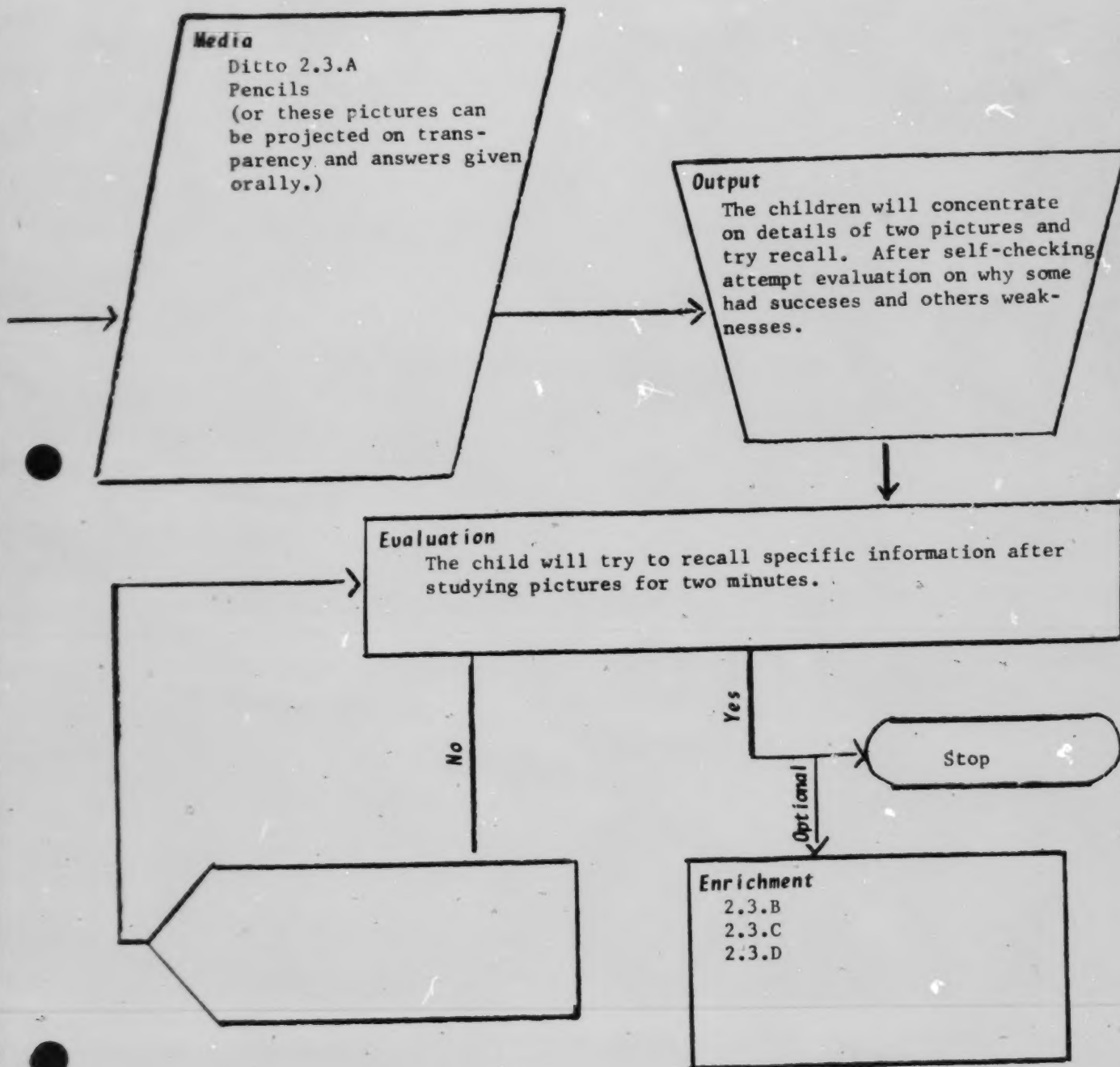


### Input

Discuss ways to develop our memories. Ask if they ever play a game of remembering license plates on cars while on a trip. Get suggestions that could aid recall. (Close observation, repeating aloud, closing eyes and then relooking, etc.)

### Learning Opportunities

- I: Children are given folded ditto. (See 2.3.A)
- II: Remind them again of techniques they decided which help recall.
- III: Time observation period for two minutes.
- IV: Children flip sheet and are reminded they must not look back.
- V: Read questions orally before children attempt answers.  
A: No help on spelling; children do best they can.
- VI: Proceed independently to complete sheet.
- VII: Use self-checking when completed.





**Keep your paper folded** until you are told to turn it over.

Study the pictures for two minutes. Try to remember all you can about them.



**Do not look back** at the pictures! Try to remember what you saw. Do the best you can with spelling.

**Penny**

**Draw the teepee**

1. Whose face was on the penny?

\_\_\_\_\_

2. What date was on the penny?

\_\_\_\_\_

3. Did the man wear a tie?

\_\_\_\_\_

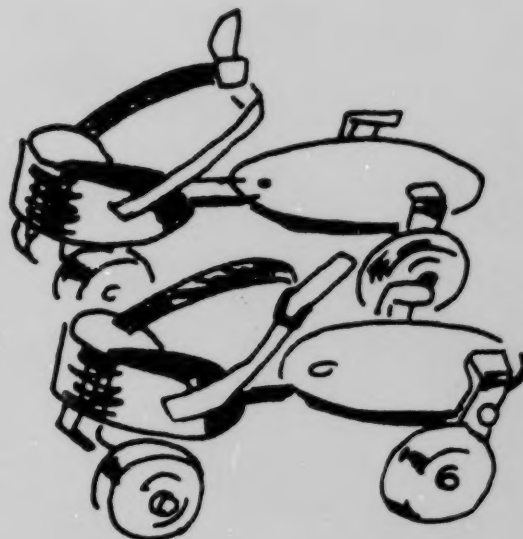
4. What words were on the penny?

\_\_\_\_\_



**Keep your paper folded** until you are told to turn it over.

● Study the pictures for two minutes. Try to remember all you can about them.



-----

**Do not look back** at the pictures! Try to remember what you saw. Do the best you can with spelling.

**Doll:**

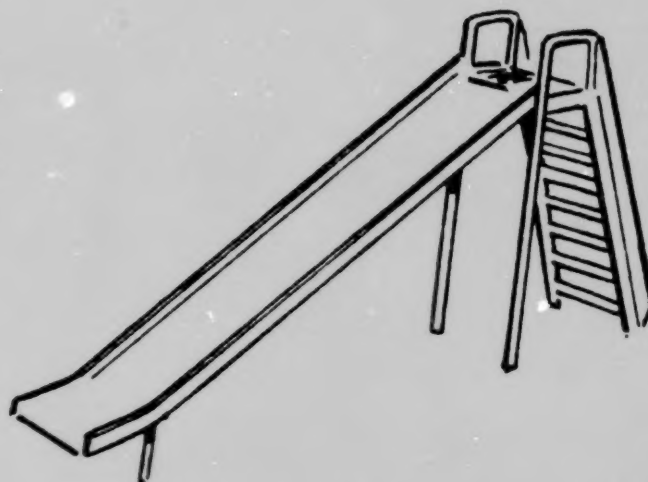
1. How many hands did you see? \_\_\_\_\_
2. How many ears did you see? \_\_\_\_\_
3. What did the doll have on its head? \_\_\_\_\_
4. Did the doll wear a dress or a coat? \_\_\_\_\_

**Skates:**

1. How many wheels did you see? \_\_\_\_\_
2. How many buckles did you see? \_\_\_\_\_
3. How could these skates be fastened to one's shoes?  
\_\_\_\_\_

**Keep your paper folded** until you are told to turn it over.

**Study the pictures for two minutes. Try to remember all you can about them.**



**Do not look back** at the pictures! Try to remember what you saw. Do the best you can with spelling. Answer the questions:

**Princess:**

**Draw the slide.**

1. How many hands did you see?

\_\_\_\_\_

2. What was the princess holding?

\_\_\_\_\_

3. What was on her head? \_\_\_\_\_

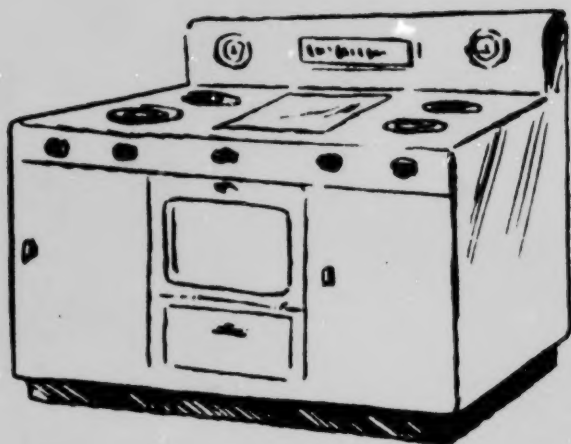
\_\_\_\_\_

4. What kind of sleeves were on the dress? \_\_\_\_\_

\_\_\_\_\_

**Keep your paper folded** until you are told to turn it over.

Study the pictures for two minutes. Try to remember all you can about them.



Do not look back at the pictures! Try to remember what you saw. Do the best you can with spelling.

**Stove:**

1. How many burners did you see? \_\_\_\_\_
2. How many ovens did you see? \_\_\_\_\_
3. How many knobs did you see? \_\_\_\_\_
4. What was in the center of the stove? \_\_\_\_\_

**Farmer:**

1. What was the farmer doing? \_\_\_\_\_
2. What did he have in his hand? \_\_\_\_\_
3. What did he wear? \_\_\_\_\_
4. Were the sleeves long or short? \_\_\_\_\_

Concept Divergent Production

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | DFU | DSU | DMU |
| C | DFC | DSC | DMC |
| R | DFS | DSR | DMR |
| S | DFT | DSS | DMS |
| T | DFT | DSI | DMT |
| I |     |     | DMI |

### Curricular Objective

3.1.1 The child will be provided the opportunity to produce many elementary figures based on the circle, rectangle etc.



### Input

Discuss playing a game to sharpen one's thoughts and help pass time, such as: While driving along, what things could we see that are round?

### Learning Opportunities

I: Going around the group, the children will orally name some of the things they might see.

II: As ideas falter, suggest arriving at school. Orally name round things in a classroom.

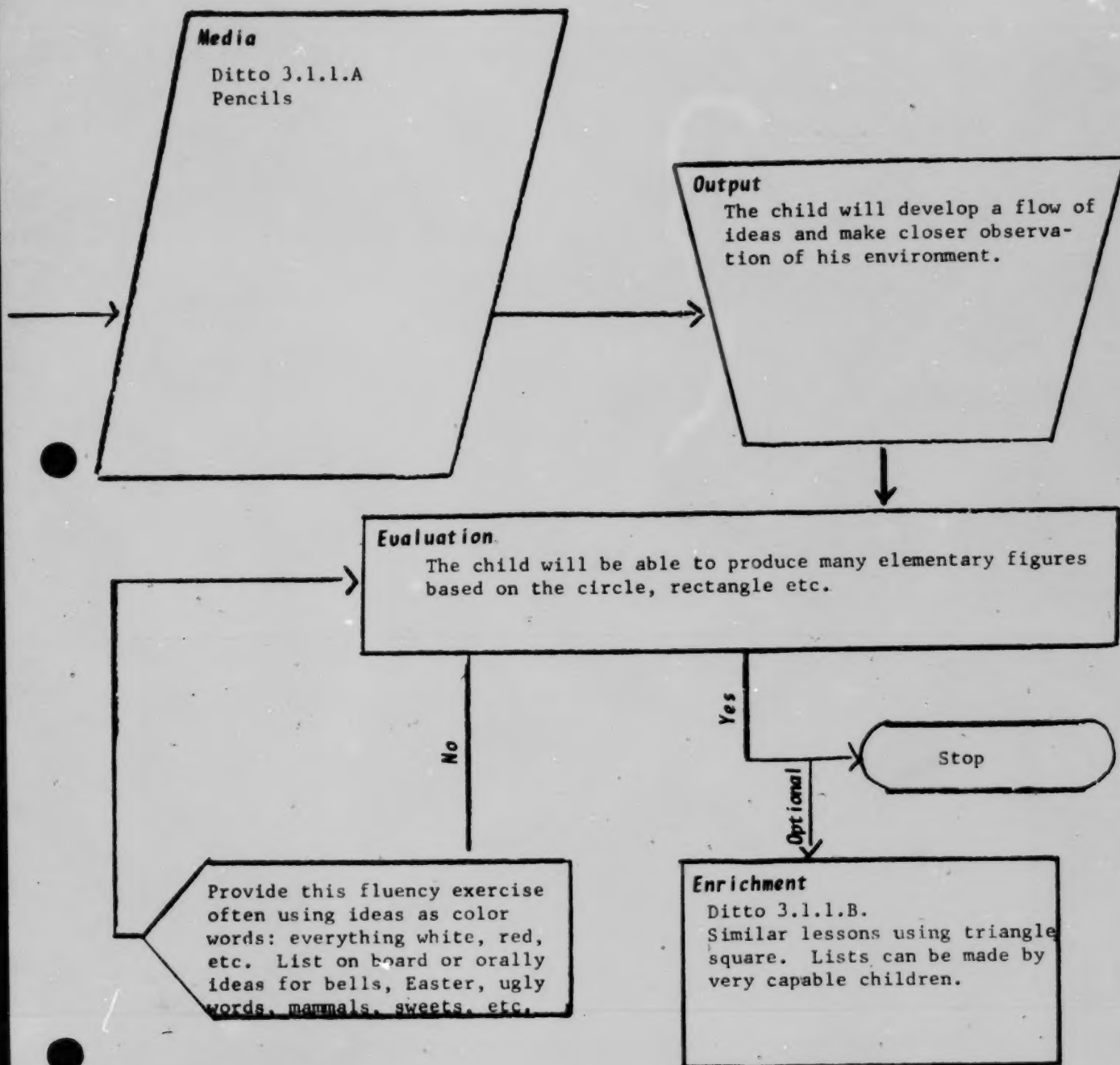
III: Continuing the attempt to do elementary categorizing, have children name round things at home. Start with kitchen, bedroom, bathroom, garage, outdoors.

A: Give praise for thinking of the uncommon and unusual.

IV: The child will be given a ditto upon which he will sketch his idea.  
(See 3.1.1.A)

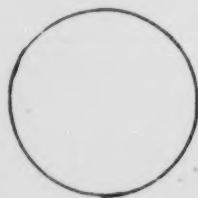
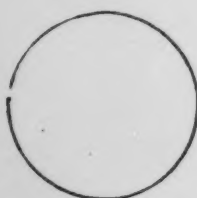
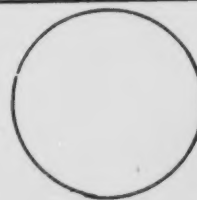
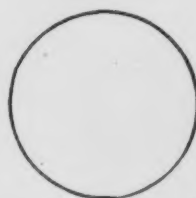
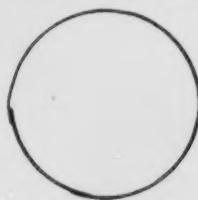
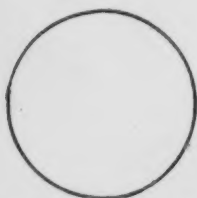
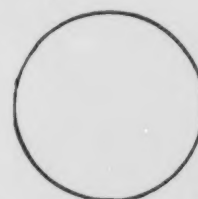
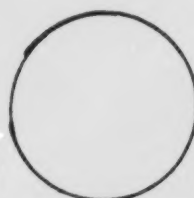
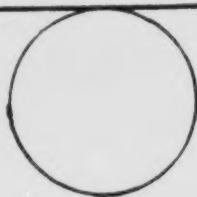
A: Encourage thinking of things no one else might.

B: Task might be started one day, overnight to observe and incubate, and completed next day.





With pencil or crayon add lines to complete your picture. Your lines can be inside, outside, or both. Try to think of things no one else will think of

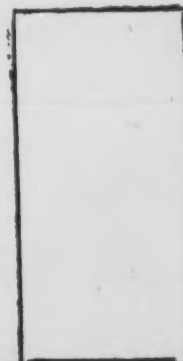
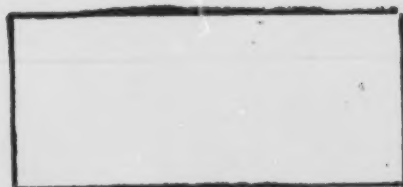
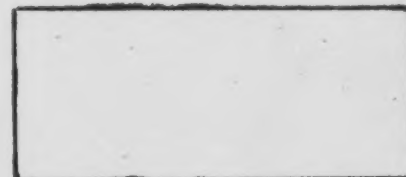
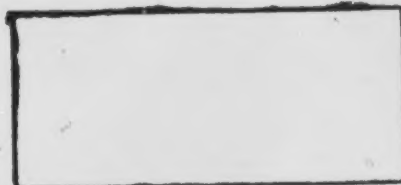
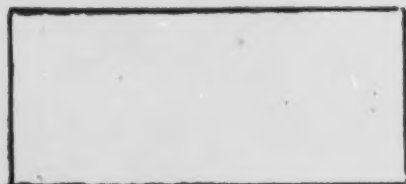
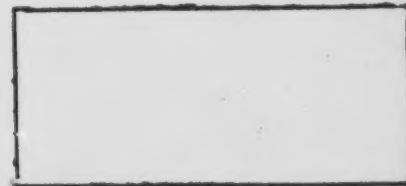
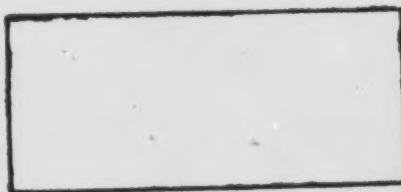
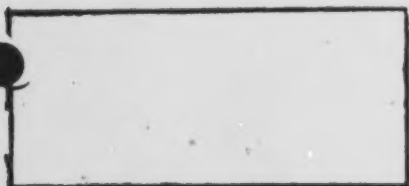
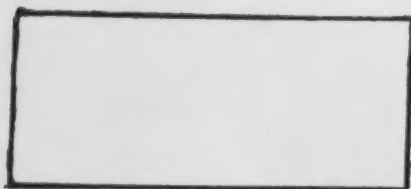
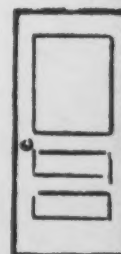
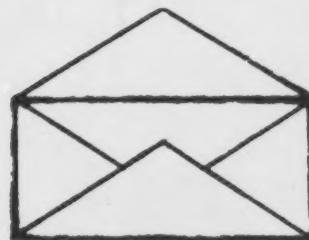


See how many things you can think of that are ROUND.



# YOU MAKE IT

How many different things can you make using a rectangular shape? A few are shown here. Now make some of your own. You may want to color them, too.



|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | DFU | DSU | DMU |
| C | DFC | DSC | DMC |
| R | DFS | DSR | DMR |
| S | DFT | DSS | DMS |
| T | DFI | DSI | DMI |

**Concept** Divergent Production

### Curricular Objective

3.1.2 Given a ditto with categorized elements the child will produce or research ideas to fit specific categories.

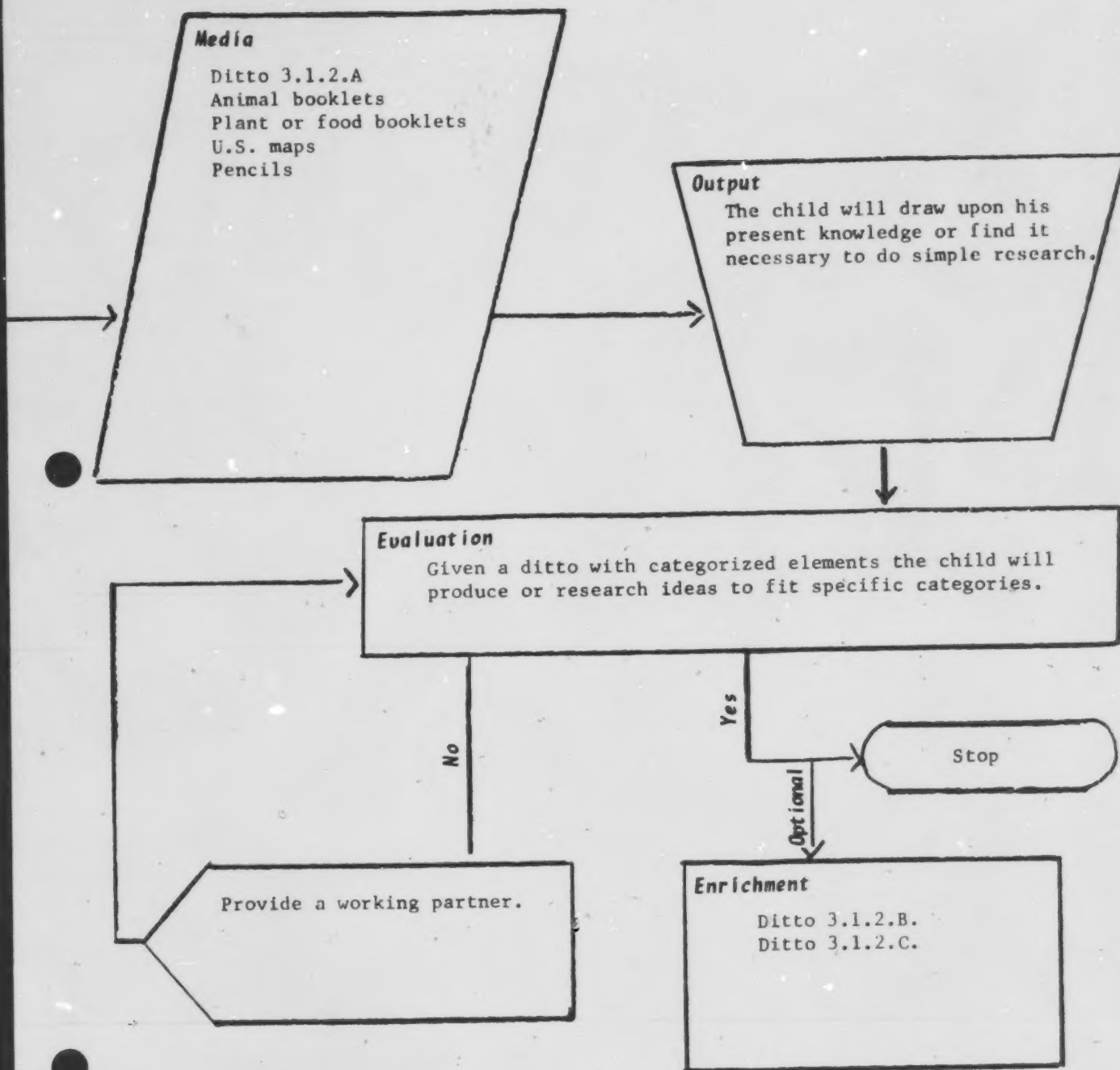


### Input

Discuss recall of information and the different ways of acquiring new knowledge when needed.

### Learning Opportunities

- I: As a "warm up" exercise the teacher will call up a particularly verbal child to name all the foods he can think of. After short while, suggest others join in.
- II: The teacher will have the children softly say as many friend's names as they can in 30 seconds.
- III: Continue, having all children softly name as many animals as they can in 30 seconds.
- IV: Call upon a knowledgeable child to see how many states he can name.  
A: This will be difficult so have suggestions as to where to find help.
- V: Teacher explains requirements of categorized ditto. (See 3.1.2.A.)



|     | Food                                                 | Friend | Animal | state |
|-----|------------------------------------------------------|--------|--------|-------|
| • T |                                                      |        |        |       |
| H   |                                                      |        |        |       |
| A   |                                                      |        |        |       |
| N   |                                                      |        |        |       |
| K   |                                                      |        |        |       |
| • S |                                                      |        |        |       |
| G   |                                                      |        |        |       |
| I   |                                                      |        |        |       |
| V   |                                                      |        |        |       |
| I   | free                                                 |        |        |       |
| N   |                                                      |        |        |       |
| • G |                                                      |        |        |       |
|     | You may take 6 "Free" ones<br>and still be a Wizard! |        |        |       |

|     | Bird                                           | Insect | Story-Book<br>Character | State | Cars<br>(optional) |
|-----|------------------------------------------------|--------|-------------------------|-------|--------------------|
| • C |                                                |        |                         |       |                    |
| H   |                                                |        |                         |       |                    |
| R   |                                                |        |                         |       |                    |
| I   |                                                |        |                         |       |                    |
| • S |                                                |        |                         |       |                    |
| T   |                                                |        |                         |       |                    |
| M   |                                                |        |                         |       |                    |
| A   |                                                |        |                         |       |                    |
| • S |                                                |        |                         |       |                    |
|     | You may take 3 free ones and still be a Wizard |        |                         |       |                    |



Bird

Food

Friend

State

M

A

L

E

N

T

I

N

E

Free

Free

You may take 4 "free" ones and still 1



|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | DFU | DSU | DMU |
| C | DFC | DSC | DMC |
| R | DFS | DSR | DMR |
| S | DFT | DSS | DMS |
| T | DFI | DSI | DMI |

**Concept** Divergent Production

### Curricular Objective

3.1.3 The child will produce many elementary ideas within specific categories.



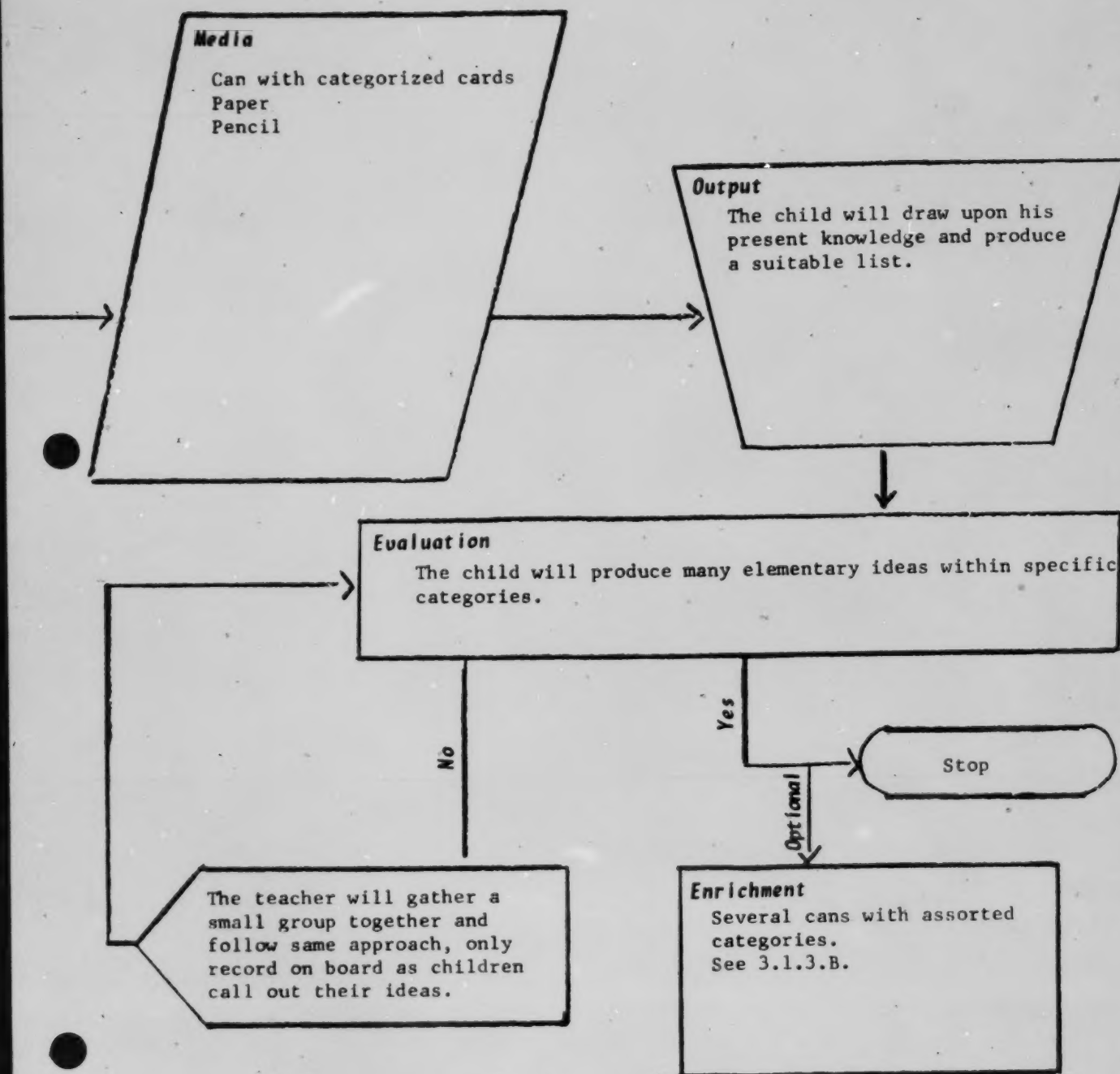
### Input

Discuss playing games that require lots of good thinking. Perhaps even talk of element of winning, or just playing the game well.

### Learning Opportunities

- I: The teacher will call upon a child to draw a card from the can.  
(See 3.1.3.A.)
- II: The category is announced, and a three minute timer is set.
- III: Children list or sketch ideas.
- IV: At conclusion of timed period, the children count their list and the two with greatest number read their list orally.
- V: Others listen carefully so they can make additions from their list.
- VI: Have a child draw another card. Continue the same way.

This lesson adjusts equally well to the above approach, to oral work, partners working on lists, or an activity at a learning station.



Reproduce on Cards

FRUIT

SPORTS

VEGETABLES

CLOTHING

BOY'S  
NAMES

GIRL'S  
NAMES

COLORS

TV  
PROGRAMS

Sea Life  
Words

Fairy Tale  
Words

Words That  
begin with  
C

Animals

Beautiful  
Words

Red  
Things

Things That  
are Soft

Sweet  
Things

**Concept**      Divergent Production

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | DFU | DSU | DMU |
| C | DFC | DSC | DMC |
| R | DFS | DSR | DMR |
| S | DFT | DSS | DMS |
| T | DFI | DSI | DMI |

### Curricular Objective

3.1.4 The child will be given the opportunity to combine the flow of ideas about birds with an original bird design.



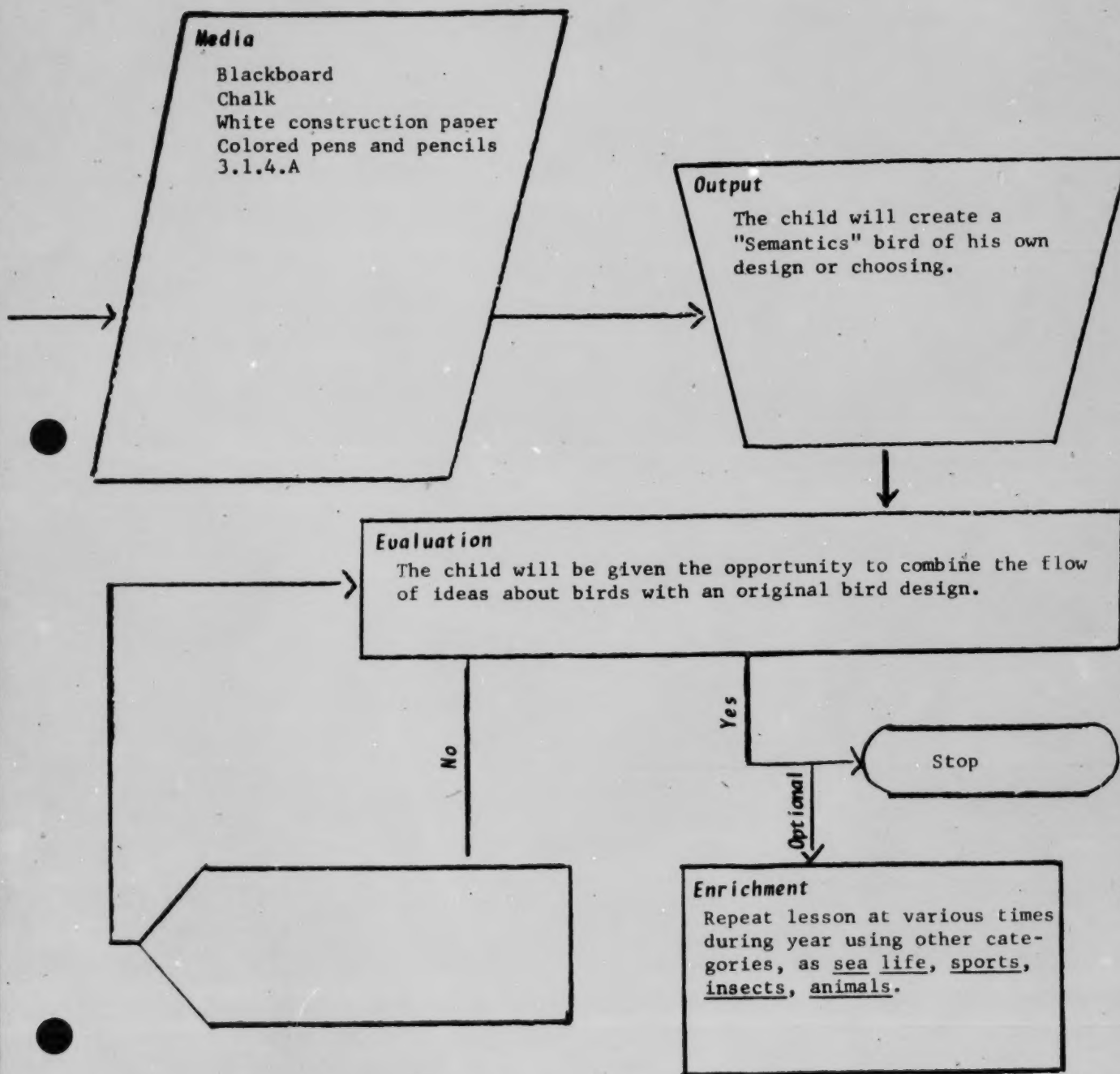
### Input

Review the meaning of "fluency". Invite child to give orally all the ideas that come to mind when the word animal is mentioned. (This is better done the day preceeding lesson for a 5 minute exercise. Interest will be higher and security established for bird fluency list.)

### Learning Opportunities

- I: The teacher will record on the blackboard (arranged alphabetically) all bird words and ideas presented. Go around circle several times.
- II: The teacher then faintly sketches the outline of any bird, as owl, and asks children to select a bird word from the fluency list.
  - A: Teacher records the word, in fancy print, with colored chalk, as part of the bird's body.
  - B: Teacher continues for several colors and several styles of print. Then erases.
- III: Children are given construction paper and colored pens and allowed to proceed independently. (See 3.1.4.A)
  - A: Encouraged to design their own bird, use words other than those on board; do not be concerned with spelling.
  - B: Teacher may help on spelling for the perfectionist child.





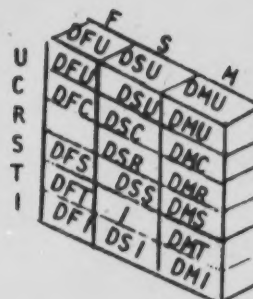


# PECOCK



ROBEN SPARROW  
Condor  
Fethers  
Ostrich  
Pigeon  
BLACK BIRD  
EYE  
HAWK  
CHICKEN  
CRACK  
THRUSH  
PARTRIDGE  
TIGER

**Concept** Divergent Production



**Curricular Objective**

3.1.5 The child will make as many simple words from the letters in Disneyland as he can.



**Input**

Talk about going to Disneyland. Perhaps even take a poll of their very favorite place. See if the children can advance ideas as to why everyone seems to have such fun there. Lead into the word of "magic", as this exercise is rather magical also.

**Learning Opportunities**

- I: The teacher prints the word Disneyland on the board.
- II: Calls for volunteers who can find little words within.
  - A: Print them on the board, carefully showing where the letters come from.
  - B: Continue the list until there are 10 or 12 words; emphasize families as and or end words.
- III: The board is erased and ditto (See 3.1.5.A) is passed out.
- IV: Children proceed independently as partners or singly.
  - A: Simple dictionaries should be available.
  - B: Lesson can be timed.
  - C: Encourage working for 18 or 20 words.

**Media**

Ditto 3.1.5.A  
Pencils  
Blackboard  
Chalk

**Output**

The child will observe how letters are extracted from a long word to make smaller ones. After observation he will be given the opportunity to repeat the group exercise and add more words, if he is capable.

**Evaluation**

The child will make as many simple words from the letters in Disneyland as he can.

No

Repeat lesson of a similar type at later date.

Yes

Stop

Optional

**Enrichment**

Ditto 3.1.5.B  
Ditto 3.1.5.C

Use holiday words as Thanksgiving, Merry Christmas, Happy Easter.

# Disneyland

How many little words can you find  
in the word DISNEYLAND? You might  
find more than twenty easy words.

and

sand

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

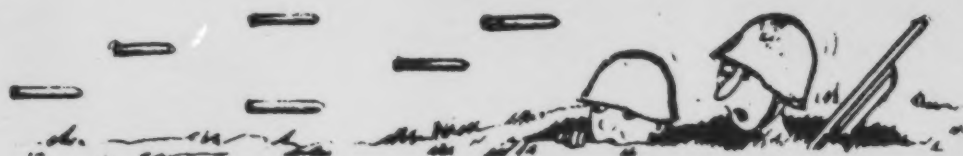
\_\_\_\_\_

\_\_\_\_\_

# Soldiers

## *A Game for a Word Whiz*

There are at least 36 short, simple words that can be made out of the letter in the word soldiers. These are words of two letters, three letters, and four letters--not any longer. If you can find 22, you're smart!



- |          |          |          |
|----------|----------|----------|
| 1 .....  | 13 ..... | 25 ..... |
| 2 .....  | 14 ..... | 26 ..... |
| 3 .....  | 15 ..... | 27 ..... |
| 4 .....  | 16 ..... | 28 ..... |
| 5 .....  | 17 ..... | 29 ..... |
| 6 .....  | 18 ..... | 30 ..... |
| 7 .....  | 19 ..... | 31 ..... |
| 8 .....  | 20 ..... | 32 ..... |
| 9 .....  | 21 ..... | 33 ..... |
| 10 ..... | 22 ..... | 34 ..... |
| 11 ..... | 23 ..... | 35 ..... |
| 12 ..... | 24 ..... | 36 ..... |



# Concertina

HOW MANY WORDS CAN YOU MAKE?

There are at least 60 words to be made with the letters in the word 'concertina'. If you find 30, you're a whiz!

- |          |          |          |
|----------|----------|----------|
| 1 _____  | 11 _____ | 21 _____ |
| 2 _____  | 12 _____ | 22 _____ |
| 3 _____  | 13 _____ | 23 _____ |
| 4 _____  | 14 _____ | 24 _____ |
| 5 _____  | 15 _____ | 25 _____ |
| 6 _____  | 16 _____ | 26 _____ |
| 7 _____  | 17 _____ | 27 _____ |
| 8 _____  | 18 _____ | 28 _____ |
| 9 _____  | 19 _____ | 29 _____ |
| 10 _____ | 20 _____ | 30 _____ |



**Concept Divergent Production**

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | DFU | DSU | DMU |
| C | DFC | DSU | DMU |
| R |     | DSC | DMU |
| S | DFS | DSB | DMC |
| T | DFT | DSS | DMR |
| I | DFA | DSI | DMS |
|   |     |     | DMT |
|   |     |     | DMI |

**Curricular Objective**

3.1.6 The child will consider a given circumstance presented by the teacher and make thoughtful suggestions as to what action may have preceded it.



**Input**

Have a brief discussion on the common experience of seeing 2 pictures of a big fat lady; one titled before, the other titled after. If we were looking for the Cause to make her so fat, what would it be?---So because she ate so much the Effect is her fatness.

Our lesson today is rather like that, called Cause and Effect.

**Learning Opportunities**

I: The teacher will say that she had just called the fire department (Effect).

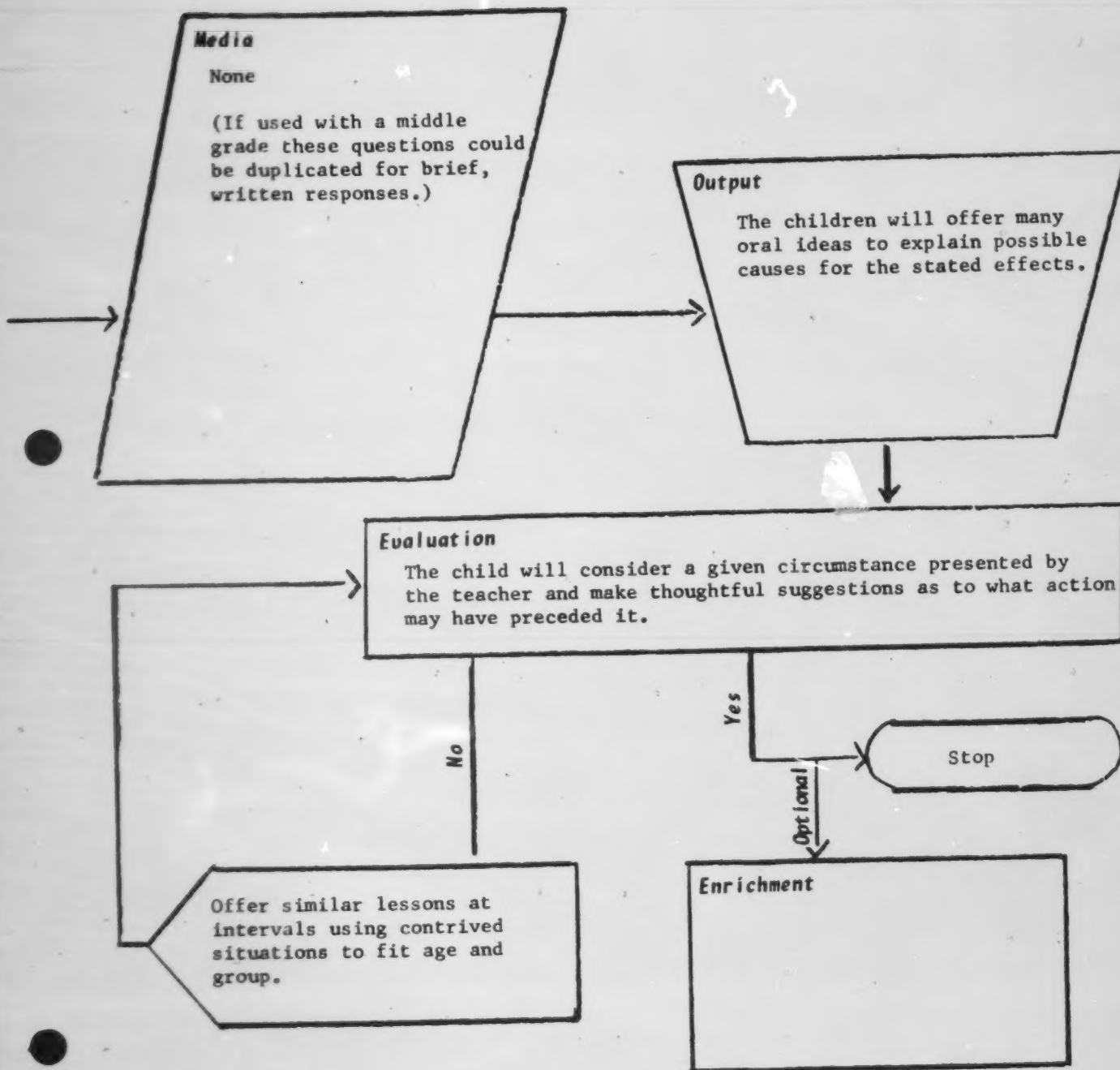
A: Call for volunteers to suggest what might have happened before she made the call. (Cause)

1: Ask probing questions to encourage flow of many, varying ideas.

II: Proceed orally in similar manner, accepting all ideas on the following

A: What had happened before---

- 1: You called the police?
- 2: You came home from school and found mother lying on the bed?
- 3: You walked into the classroom and found the teacher crying?
- 4: You heard the lady cry out, "Help, help"?
- 5: You were sent out of the classroom?
- 6: You found water all over the kitchen floor?



**Concept** Divergent Production

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | DFU | DSU | DMU |
| C | DFC | DSC | DMC |
| R | DFS | DSR | DMR |
| S | DFT | DSS | DMS |
| T | DFI | DSI | DMI |

**Curricular Objective**

3.2.1 The child will contribute ideas to a group discussion to develop a better school desk.



**Input**

Involve the children in a discussion on the good and poor qualities of a school desk. (storage, easy to clean, moveable; uncomfortable, unattractive, etc.) Suggest that the group has been hired to improve the desk, regardless of cost.

**Learning Opportunities**

- I: Teacher will record on board the qualities, good and poor, as volunteered by children.
- II: "Brainstorm" with children for things they would change. Accept every idea. (This encourages fluency.)
- III: After "brainstorming", teacher will call for most reasonable and acceptable ideas as the group presented them. (Remember in this case cost was no limitation.)
  - A: Remote control, music, lunch ideas should all emerge. Teacher may need to encourage.
  - B: A later lesson will include evaluation skills.
- IV: Children are given a manila drawing sheet and told to draw the desk with its improvements.

### Media

Blackboard  
Chalk  
Drawing sheet  
Crayons

### Output

The children will experience the ability to present creative ideas orally with no judgement from the group. Later he will draw and color his own ideas for a new desk, after having considered those of his classmates.

### Evaluation

The child will contribute ideas to a group discussion to develop a better school desk.

No

Yes

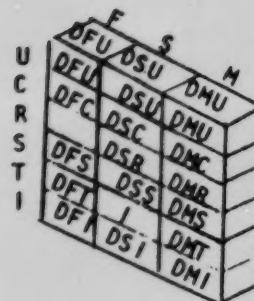
Stop

Optional

### Enrichment

Have similar sessions periodically. Use ideas for improving: piggy bank, stuffed toy, bicycle.

**Concept**      Divergent Production



**Curricular Objective**

3.3.1 The child will develop originality in producing semantic units within definite limitations.



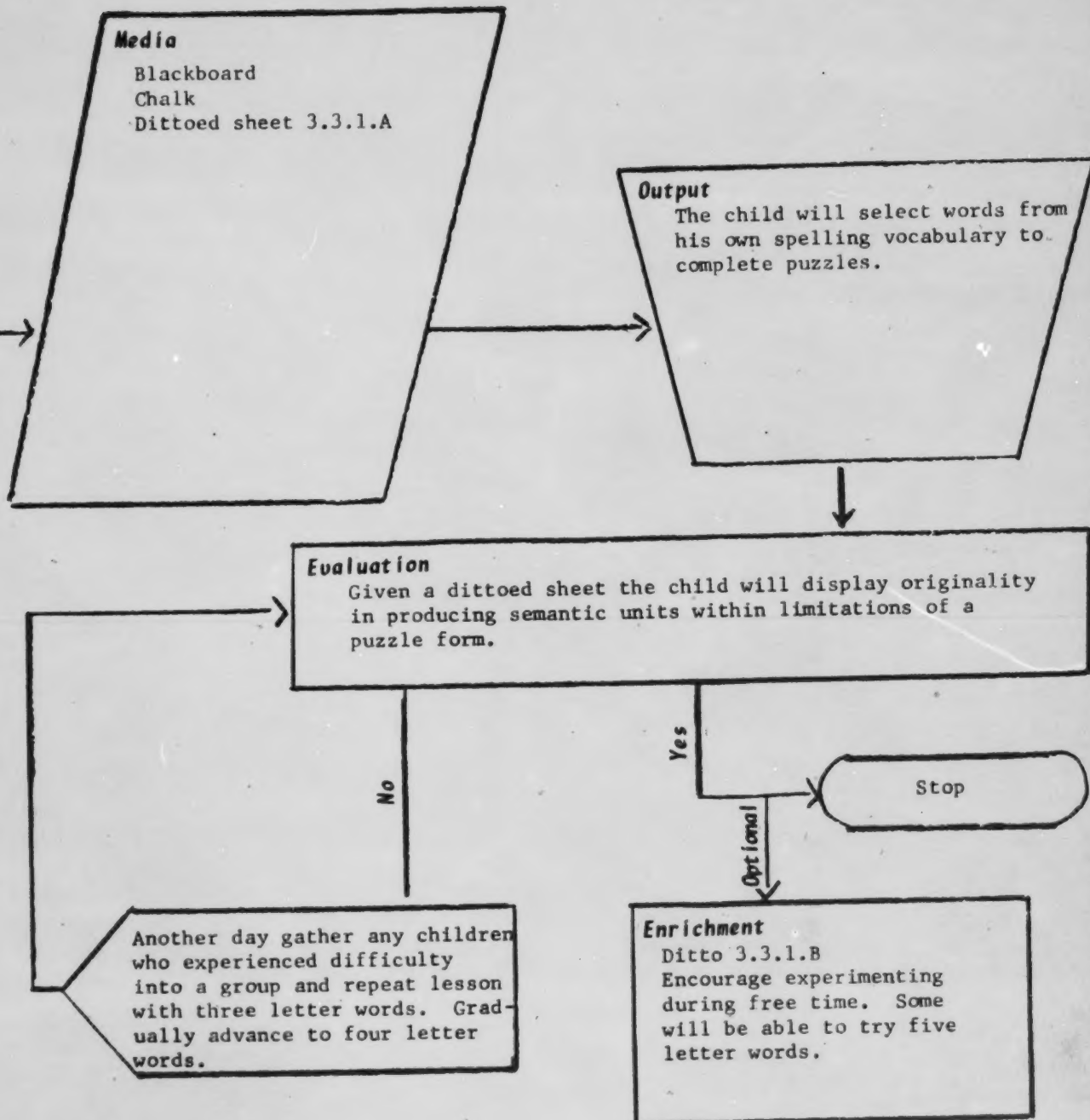
**Input**

Discuss the pleasure and knowledge the children have enjoyed working crossword puzzles others have composed. This lesson will be a step toward composing their own puzzles.

**Learning Opportunities**

- I: The teacher will call for a four letter noun and write on the board within boxes. (Ex. fish)
- II: (Draw three boxes on left, three boxes on right, connecting at the bottom.) Teacher calls for another four letter word beginning with first letter of listed word.
- III: Teacher calls for another four letter word beginning with last letter of listed word.
- IV: Now she calls for another word to complete bottom line. Get as many choices as possible. It may even be necessary to erase a side word.
- V: Following the same procedure, do another puzzle together.
- VI: When the group seems secure, give children dittoed sheet. (See 3.3.1.A)
- A: Proceed independently as teacher checks closely.

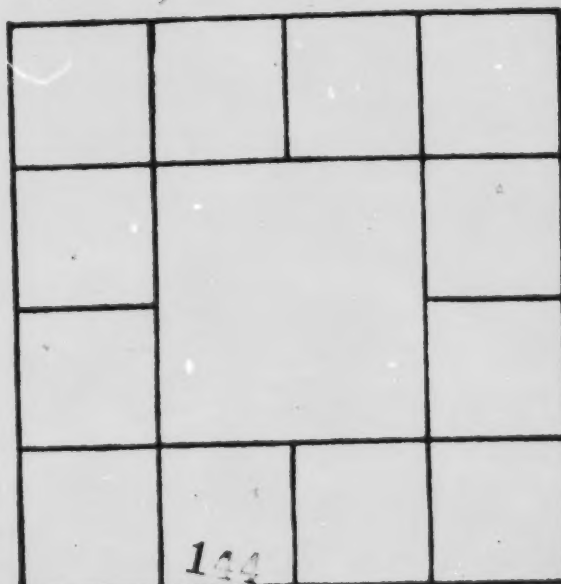
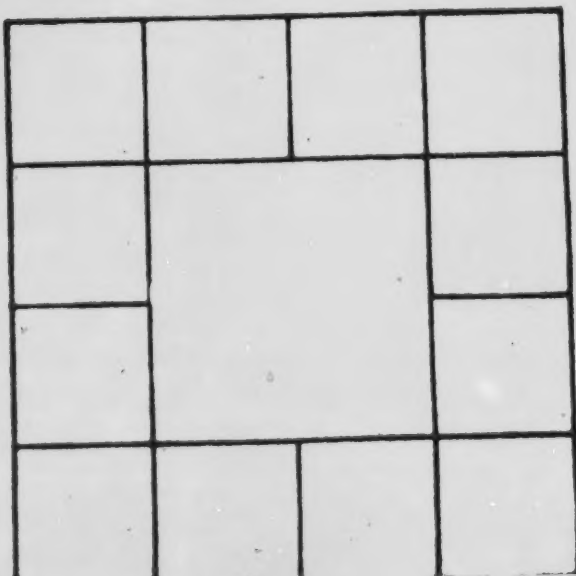
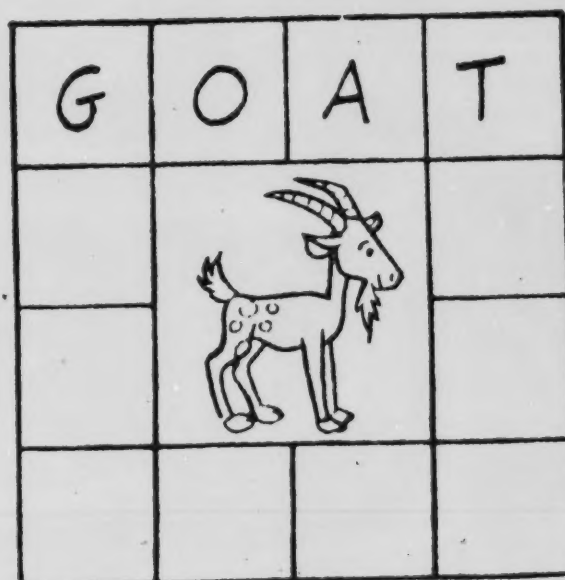
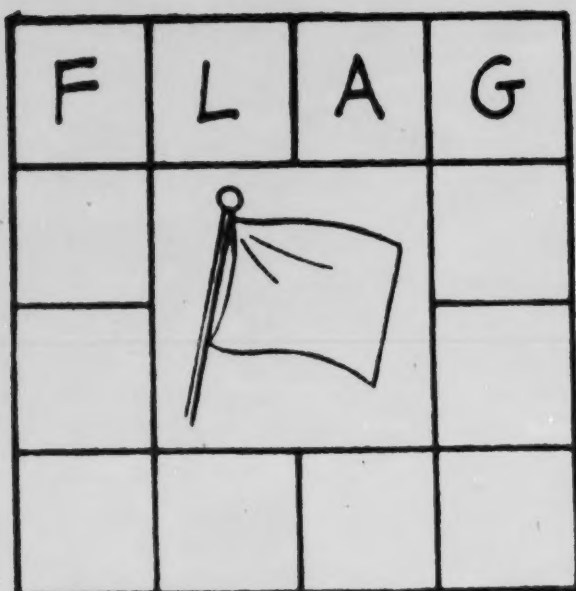






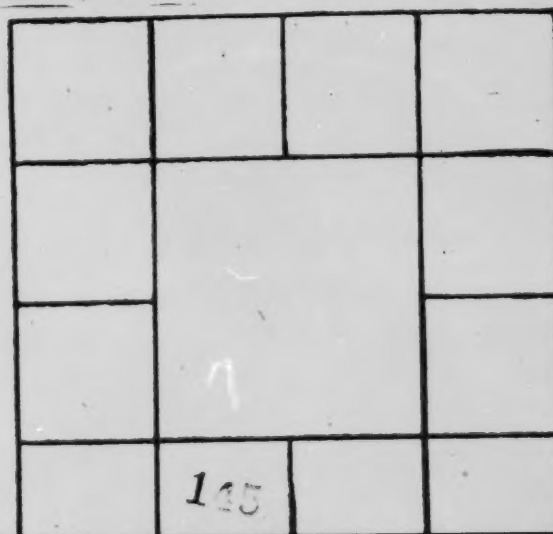
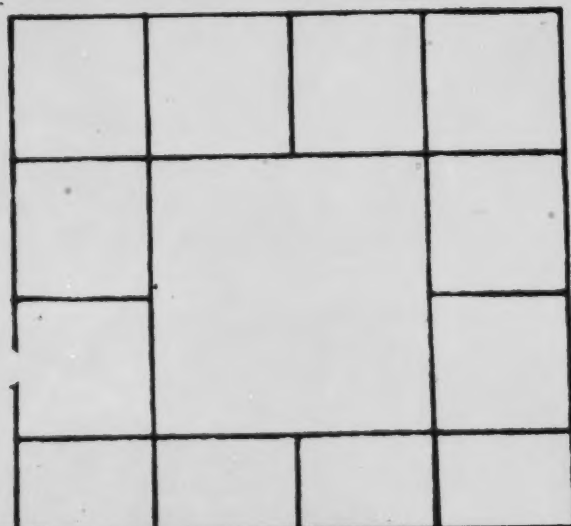
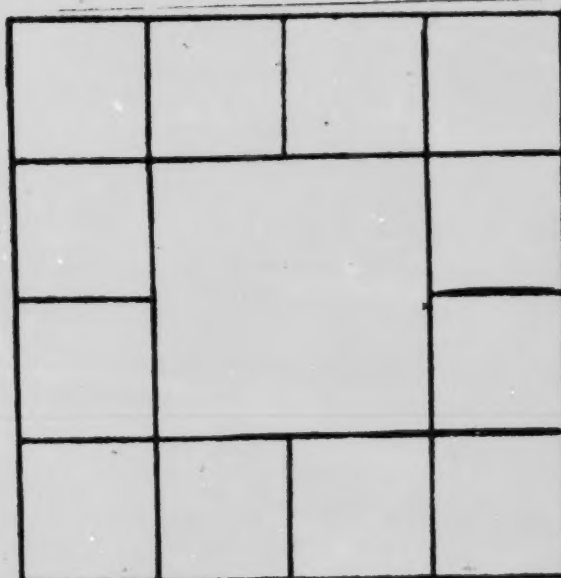
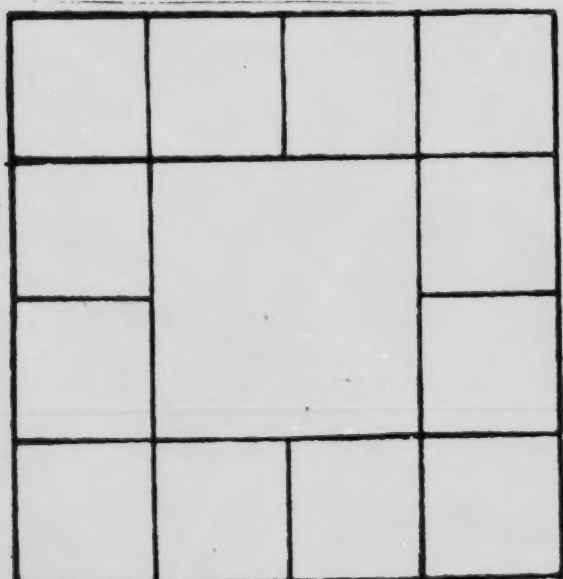
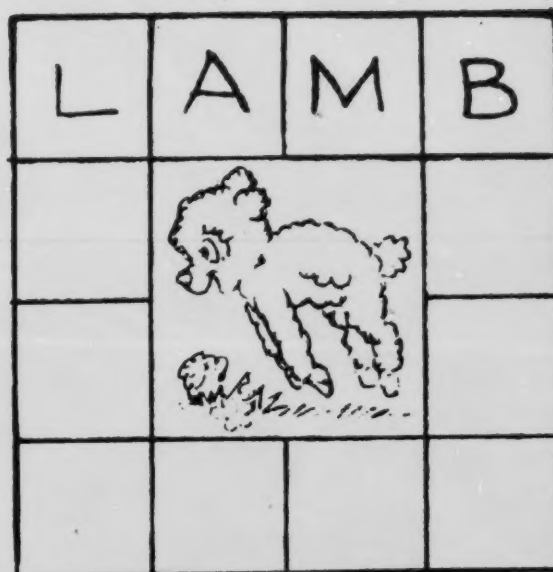
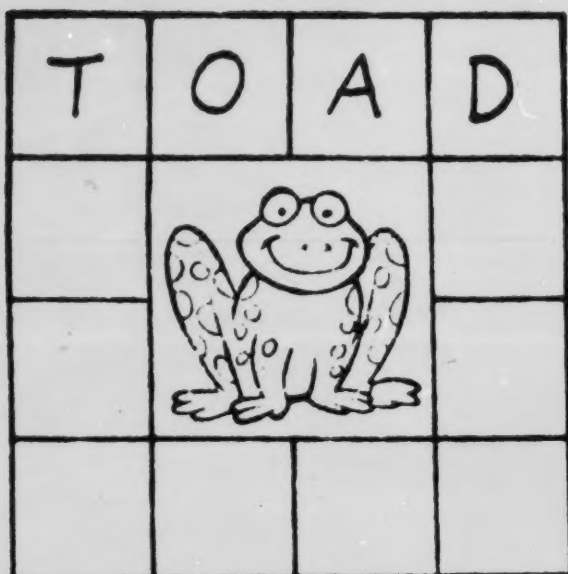
# MAKE A CROSSWORD PUZZLE

Write in a word beginning with the letter in the left-hand square. Then write a word beginning with letter in right-hand square. Then think of a word at the bottom using the letters already in outer squares. (You may have to change your side words so use a pencil.)

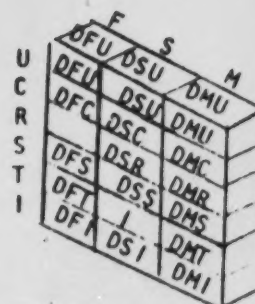


# MAKE A CROSSWORD PUZZLE

3.3.1.B



**Concept** Divergent Production



**Curricular Objective**

3.3.2 The child will develop originality in producing semantic units within definite limitations.

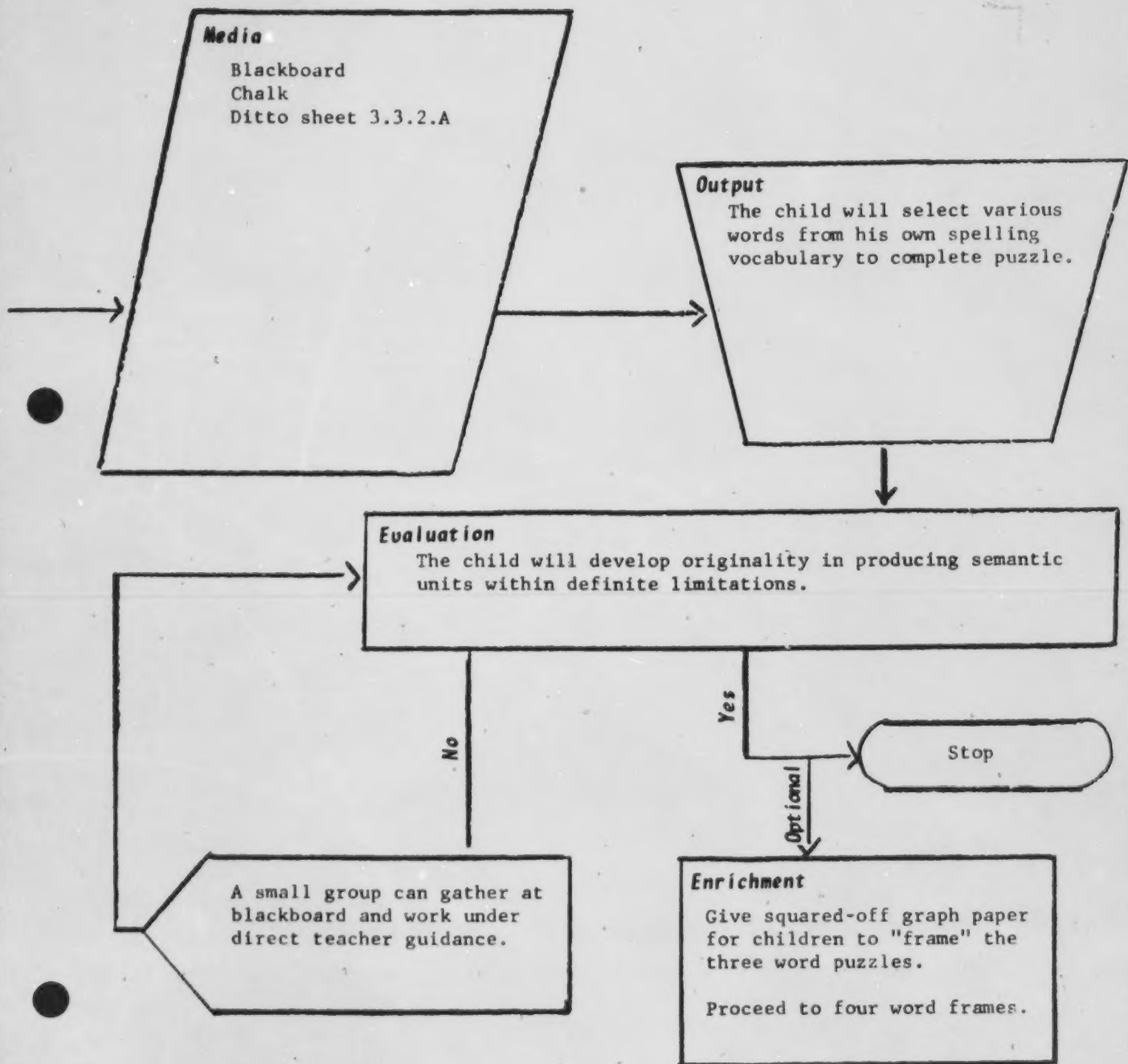


**Input**

This will be another step toward composing original crossword puzzles.

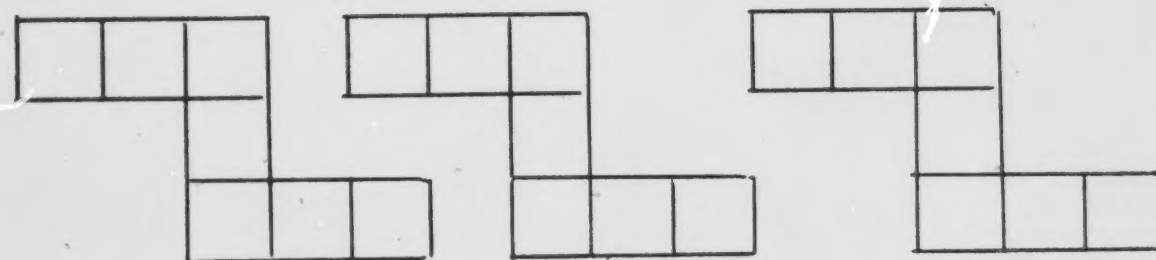
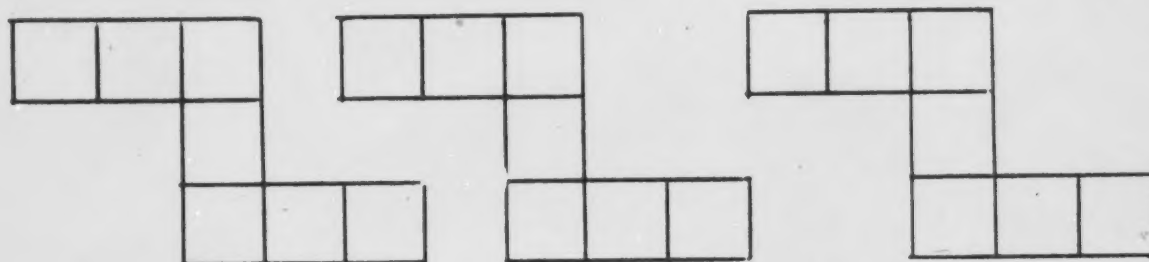
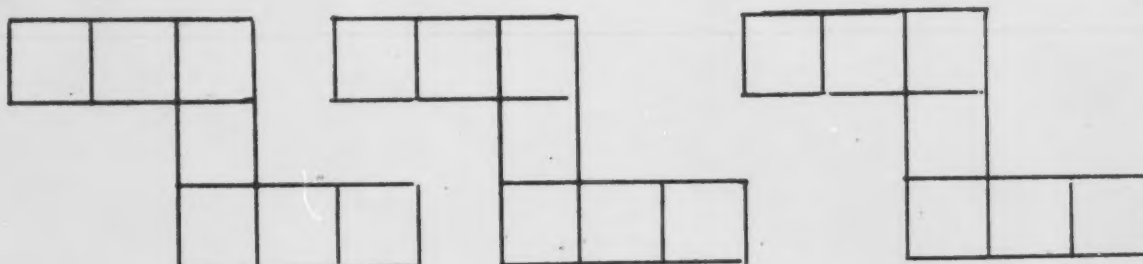
**Learning Opportunities**

- I: The teacher will draw boxes on blackboard.
- A: Call for a child to give any three letter word.
- II: Teacher adds two boxes below last letter and calls for any three letter word which begins with last letter.
- III: Now teacher draws two boxes to right of ending letter. Calls for three letter word to begin with last letter of second word.
- IV: Repeat process on blackboard. Using same beginning word but record two or three answers to show variety.
- V: Children are given dittoed sheet. (See 3.3.2.A)
- A: Proceed independently.

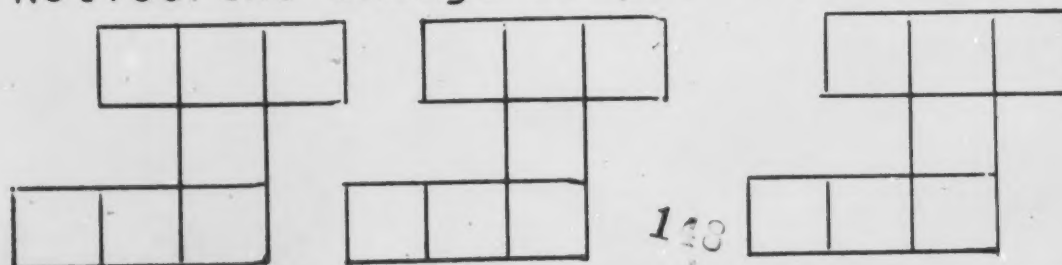


Write a Three Letter Word.  
The Last Letter Must Begin the Next Word.

An example:

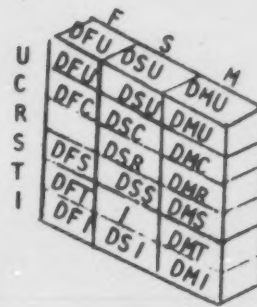


Notice the change of position of the words:





**Concept** Divergent Production



### Curricular Objective

3.3.3 The child will develop fluency in producing semantic units and short, meaningful definitions for those units.



### Input

Discuss the feeling of authorship involved in producing children's books and puzzles. Today will be our day to compose a totally original puzzle.

### Learning Opportunities

- I: The teacher will have squared off the blackboard to appear as a graph paper.
- II: Teacher will call for a long word connected with definite theme. Records it in center of squares.
- III: Teacher will call for an associated word to start with one of first letters in word.
- IV: Continue, branching many ways, until puzzle looks complete.
- V: Teacher numbers for Across and Down, explaining top to bottom order.
- VI: Children volunteer short, meaningful definitions. Teacher records on side.
- VII: Later, the teacher will duplicate on graph paper. Cut pattern and reproduce on ditto sheet. (See 3.3.3.A)
- VIII: Next day children are given a copy of their puzzle to work.



### Media

Each child has dittoed sheet of unit words recorded from a fluency lesson given earlier. (This for spelling aid.)

The theme will be that of a unit studied together. (As: Bird, Reptiles, Sea, Animals)

Blackboard  
Chalk

### Output

Children will need to select appropriate words and produce concise definitions. Every child in group should make a contribution to the puzzle.

### Evaluation

The child will develop fluency in producing semantic units and short, meaningful definitions for those units.

No

This exercise can be done in a group several times with the teacher as guide, spaced throughout year, using different themes.

Yes

Stop

Optional

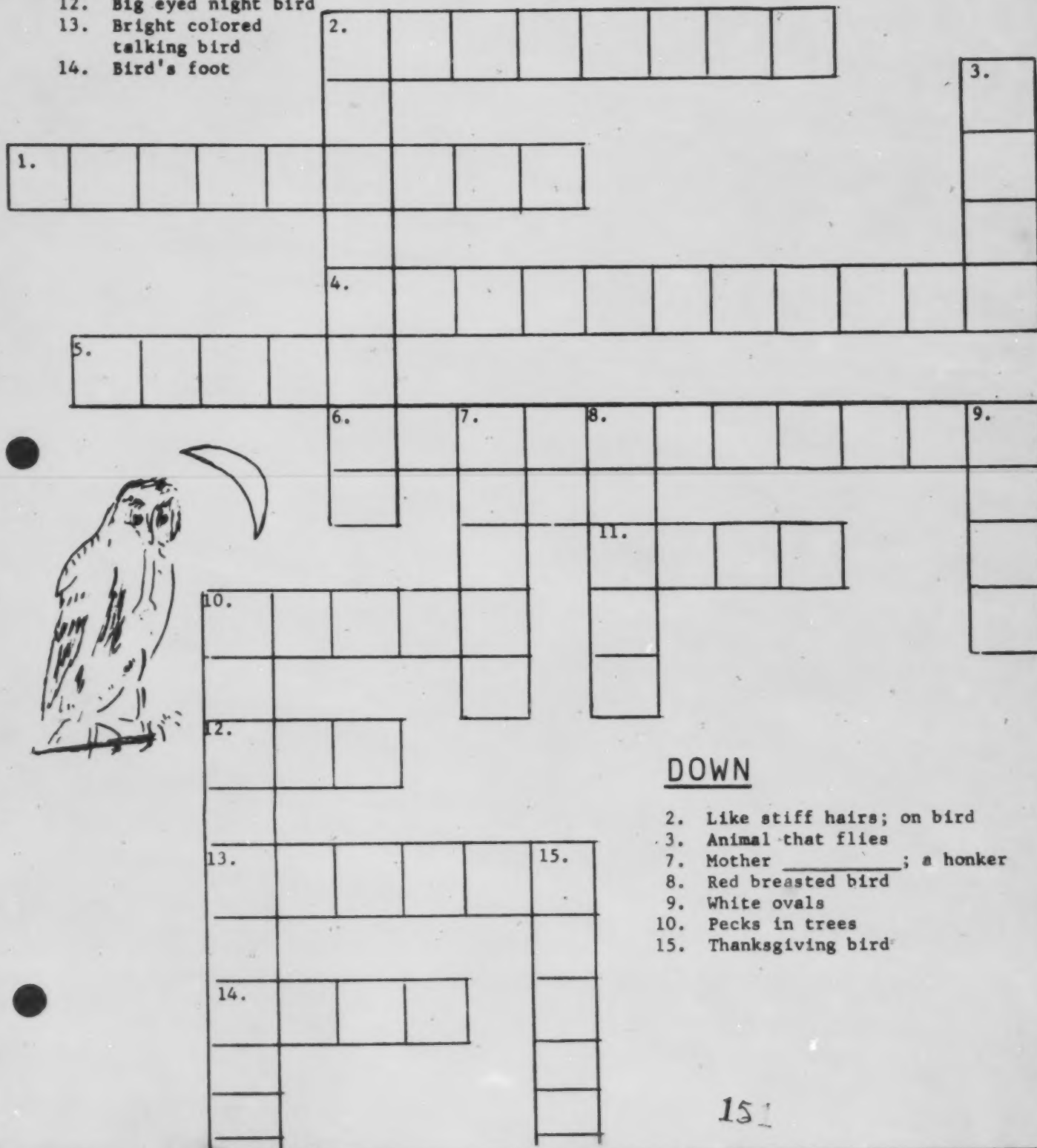
### Enrichment

A few very capable children can produce their own puzzles on squared graph paper.

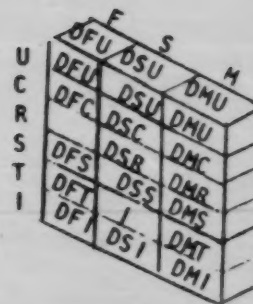
**ACROSS**

1. Bird with a black cap
2. Long legged pink bird
4. Tiny, long-beaked, fast bird
5. King bird of prey
6. Bird's throw up for baby's food
10. Helps birds fly
11. Bird's mouth
12. Big eyed night bird
13. Bright colored talking bird
14. Bird's foot

(Done by second graders, Murphy Ranch)

**DOWN**

2. Like stiff hairs; on bird
3. Animal that flies
7. Mother \_\_\_\_\_; a honker
8. Red breasted bird
9. White ovals
10. Pecks in trees
15. Thanksgiving bird



**Concept** Divergent Production

### Curricular Objective

3.3.4 The child will produce several original captions appropriate for displayed cartoon.

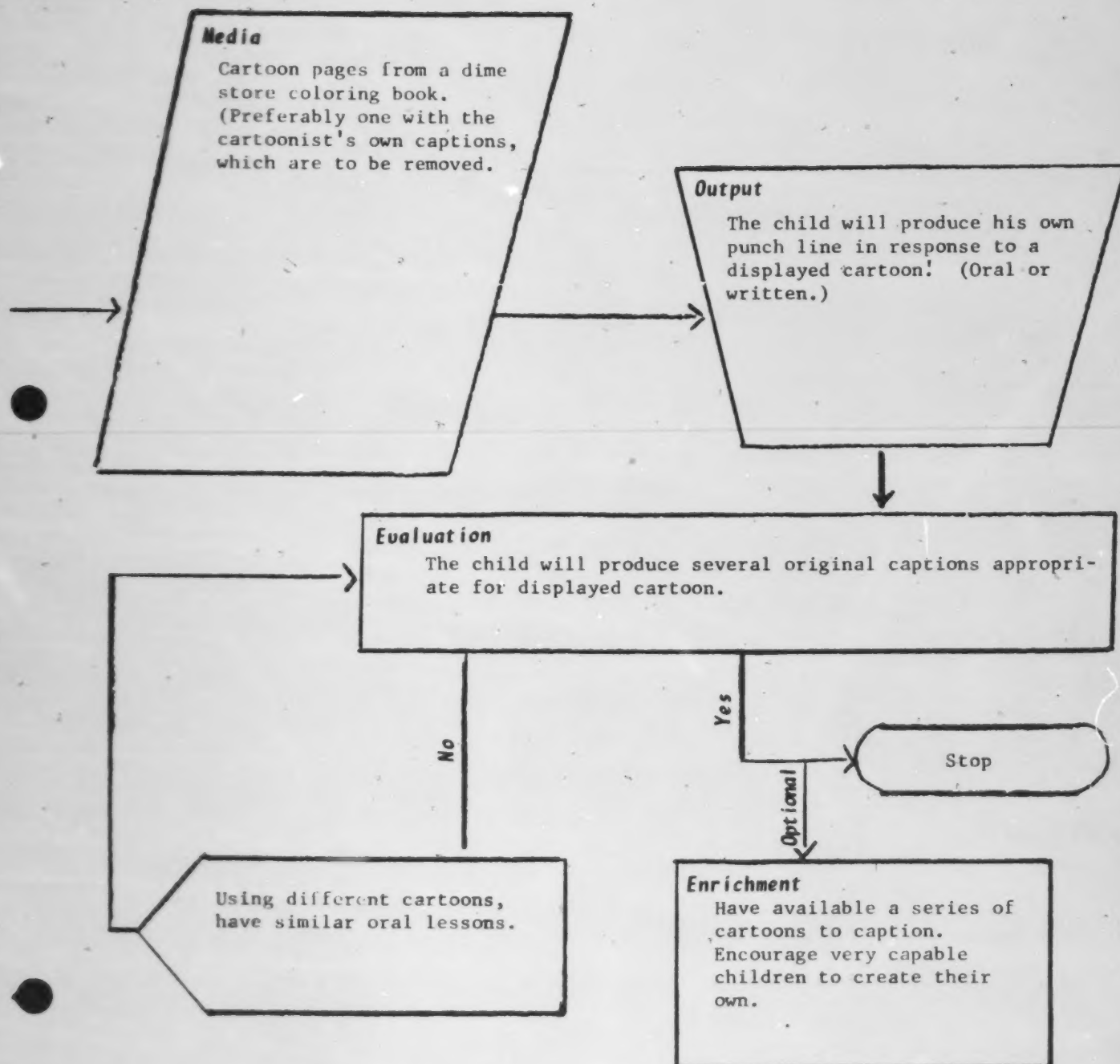


### Input

Talk of the pleasure of reading cartoons. Bring out the many interpretations possible. Discuss why Charlie Brown and his friends are such favorites.

### Learning Opportunities

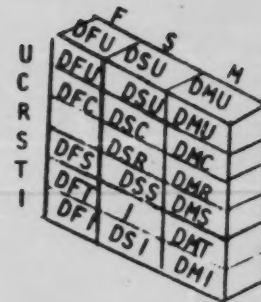
- I: The teacher will show a cartoon and call for volunteers to suggest a caption. (Peanuts coloring book)
- II: The teacher accepts all ideas. Then she may read what the cartoonist had written.
- III: After this "warm up" the children are asked for qualities of those ideas most appealing. (As: brief, clever, common experience.)
- IV: Continue with several cartoons and volunteers. Read authors' captions if desired. (This can be done orally or written.)





**WHAT A DREAM—SALLY AS HEAD OF  
THE SCHOOL BOARD!**





**Concept** Divergent Production

### Curricular Objective

3.3.5 The child will develop the ability to produce unusual and clever responses when presented with unlabeled cartoons.



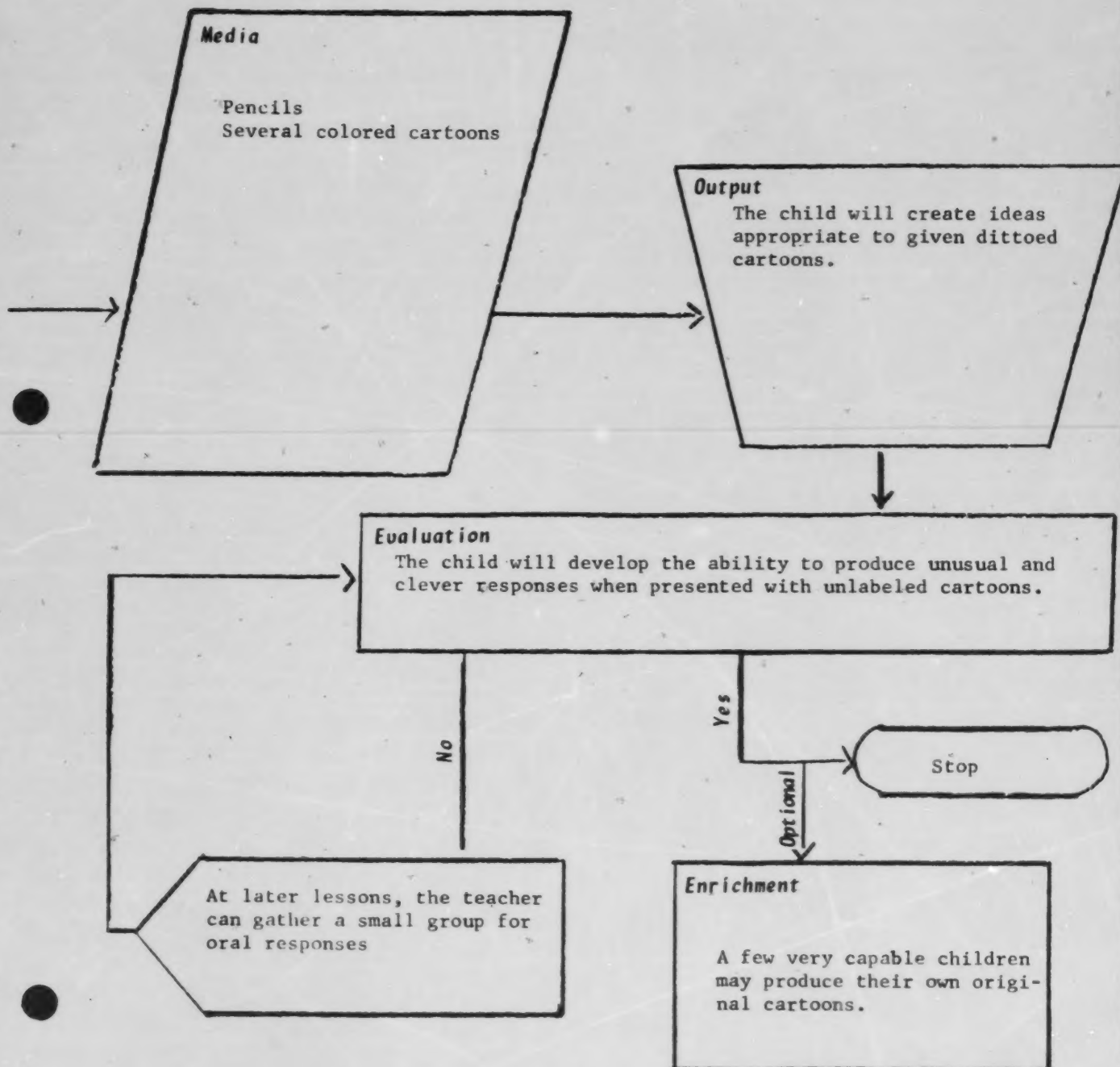
### Input

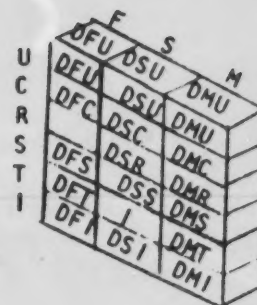
Discuss the meaning of a sense of humor. Try to get children to reason out why some situations seem so funny to some people. Work for feeling of empathy and the unusual.

### Learning Opportunities

- I: The teacher will present several colored cartoons without the by-line.
  - A: Get volunteers to orally suggest what could be written below it to give people a chuckle.
  - B: Later, while recalling one outburst of laughter, see if children can reason why they liked that response so well.
- II: Get children to list several attributes of clever by-lines. List on board. Such as: brief, interesting words, universal feeling.
- III: Children will write their own cartoon chuckle.
  - A: Deemphasize spelling; give aid to children requesting it.
- IV: Later, children may volunteer to read their lines. (Very important)
- V: If desired, teacher may then read the original cartoonist's lines. (Many of the children's will be equally as good!)







**Concept** Divergent Production

### Curricular Objective

3.3.6 The child will develop the ability to select words wisely in creating interesting and appropriate titles.

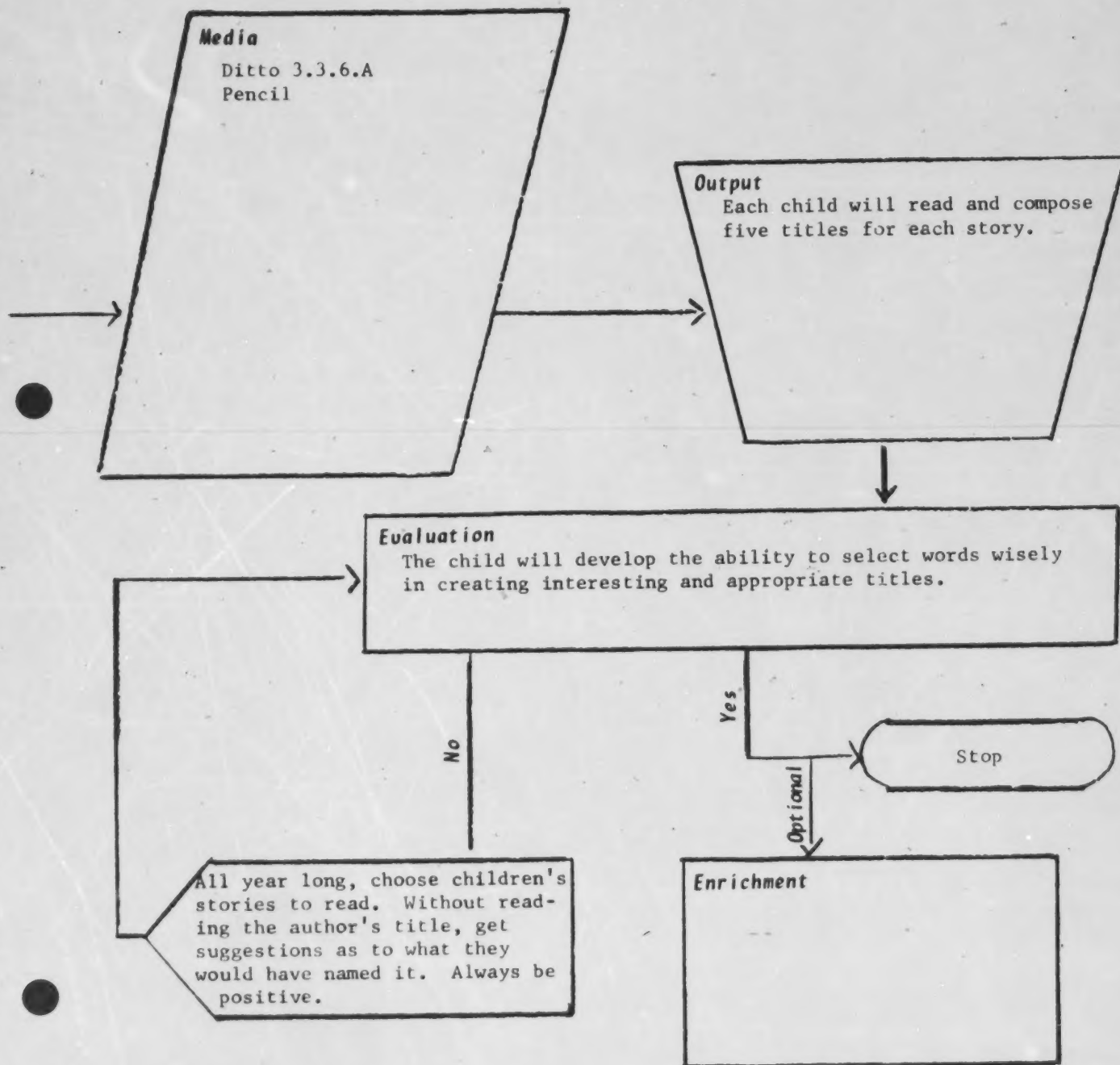


### Input

Discuss why titles for stories and TV shows are important.

### Learning Opportunities

- I: The teacher will read a short original story.  
A: She calls for volunteer titles. Lists all on the board.
- II: Attempt to get children to determine the necessary qualities for good titles, as: brevity, careful word choice, invitation to read, key idea.
- III: Without focusing on any one listed title, see if they qualify.
- IV: Hand out dittoed sheet. (See 3.3.6.A)
- V: Read orally and allow children time to compose 5 titles for each story.
- VI: Later, have volunteers read, pointing out the positive qualities of some.



NAME THESE STORIES:

One very hot day a hunter and his dog came upon a lion. They had been following it 11 day. Just as the hunter raised his gun to shoot, he fell into a deep hole and could not get out.

"Run for help," he yelled to his dog. Very soon Sport came back with a beautiful girl. She threw him a rope. The hunter grabbed the rope and started to climb. Just as he reached the top, his weight became too much and both of them fell "plop" into the deep, dark hole. They died happily every after.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Once there was a little elf named Wally. He lived in the forest. One day he went for a walk. He heard a strange noise. He hurried out of the forest and there he saw a little boy and a little girl.

The boy looked at the elf. "Catch him, catch", cried the girl. The boy caught him. Wally said, "Let me go!" But they would not.

"Let's keep him in my doll house", said the girl and she put him in. Wally tried and tried to get out. Then he had an idea. He climbed to the top of a big doll chair and climbed out the doll chimney. He jumped off the roof.

The boy cried, "Look, our elf is loose!" The children ran after him but he ran faster. He ran into the forest and never came out again.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

|   |     |     |     |
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| U | DFU | DSU | DMU |
| C | DFC | DSC | DMC |
| R | DFS | DSR | DMR |
| S | DFT | DSS | DMS |
| T | DFI | DSI | DMI |

**Concept** Divergent Production

### Curricular Objective

3.3.7 The child will develop an original code and use it to write three sentences.

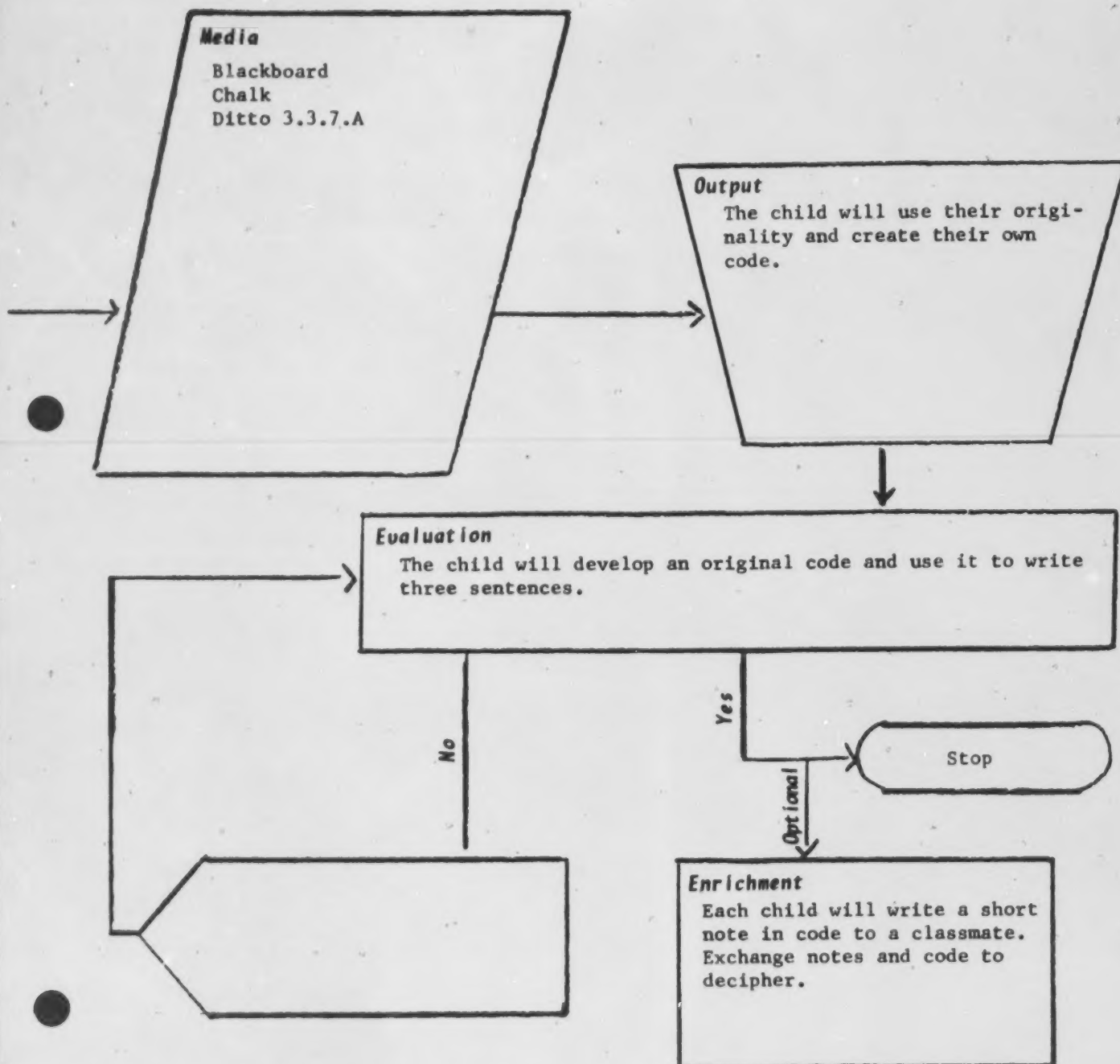


### Input

Review the qualities of a code children can write and decipher. (Simple, neat, well spaced)  
 "Today's challenge will be to originate your own personal code. Tomorrow we will use it to write a note to a classmate."

### Learning Opportunities

- I: The teacher has boxed off three letters on the blackboard, similar to ditto.
- II: Calls for several suggestions of a symbol for the letter A.
- III: Teacher records symbols and has children respond to those which best fit the criteria decided upon. Erases board. Repeat for B and C. Erase.
- IV: Encourage originality, and let children complete ditto. (See 3.3.7.A) (Suggest they erase and change symbols if they choose during sentence writing.)





**You can invent your own code.**

| a | b | c | d | e | f | g | h | i | j | k | l | m |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |   |   |   |   |   |

| n | o | p | q | r | s | t | u | v | w | x | y | z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |   |   |   |   |   |

In your own code write these sentences.

- Jack can fly his airplane.
- Nancy has red hair.
- The tree is tall.

Code for sentence a. \_\_\_\_\_

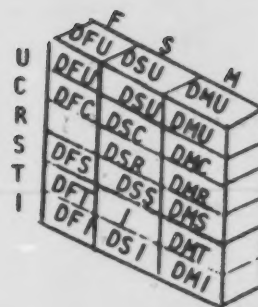
\_\_\_\_\_

Code for sentence b. \_\_\_\_\_

\_\_\_\_\_

Code for sentence c. \_\_\_\_\_

**Concept Divergent Production**



**Curricular Objective**

3.3.8 The child will participate in a group effort to write an unrhymed poem.



**Input**

Discuss why children enjoy poetry and nursery rhymes. Bring out the idea of poetry not needing to rhyme; the idea that a poem is just a short way of passing on an idea or mood.

Introduce children to the new word, CINQUAIN ('sing-kān). It is a French word meaning a 5 line poem.

"How many of you like hot dogs? Good, let's have fun making up a poem about them."

**Learning Opportunities**

I: Teacher writes on blackboard:  
Hot dog (consider as one word).

II: Teacher explains the second line requires two "picture words;" two words to describe what it looks like, feels like, sounds, or smells like.  
A: Selects from volunteers and writes on board.

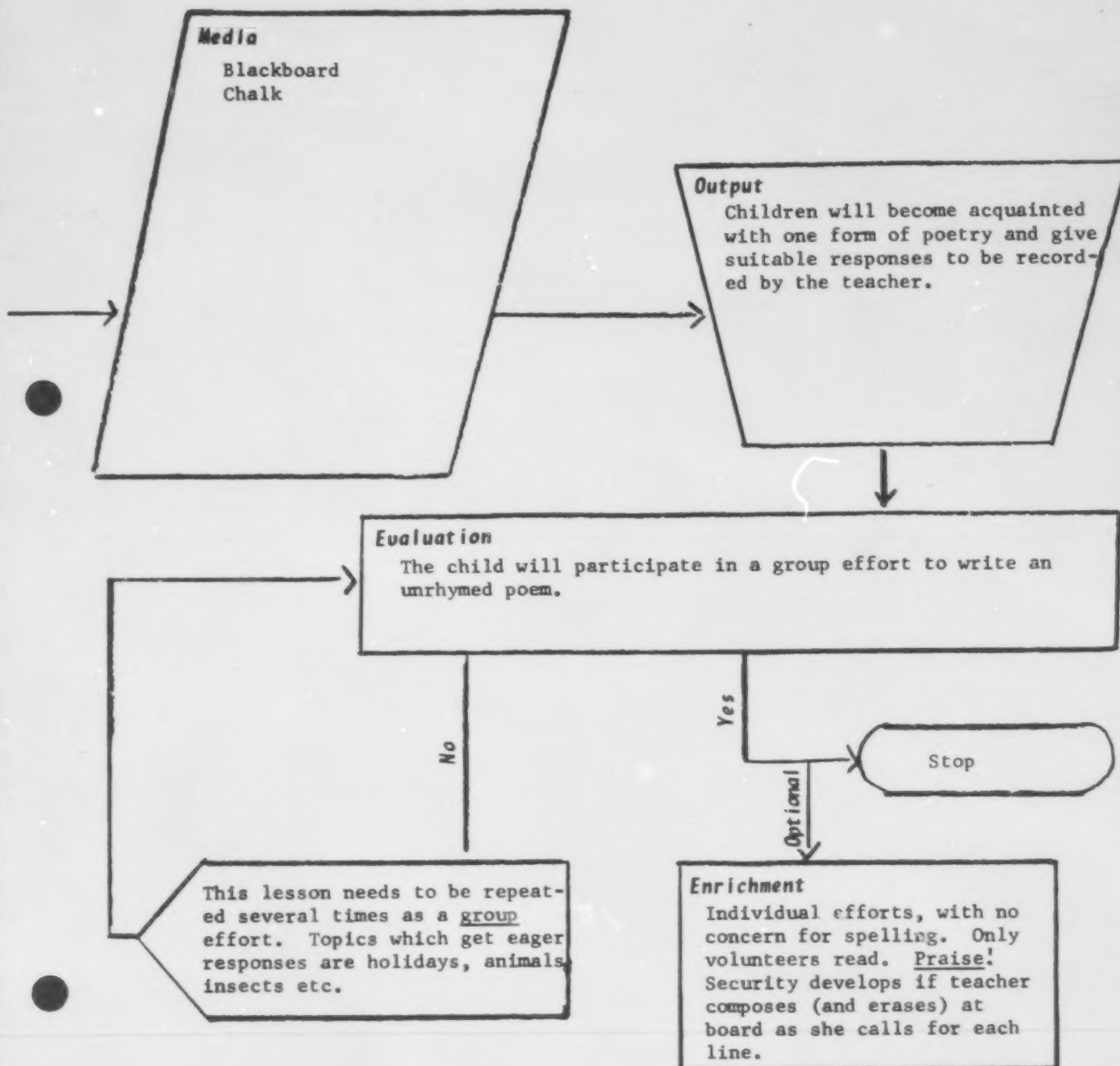
III: Teacher explains the third line requires three words. The three words tell an idea or thought about the hot dog.  
A: Get many volunteers, praising all.  
B: Writes three words on board.

IV: Line four needs four words. The four words give another thought.  
A: Get more volunteers.  
B: Adds four words to poem.

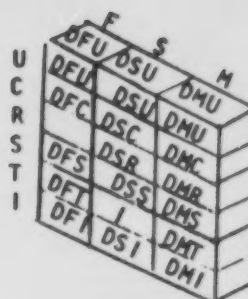
V: Line five returns to one word. Line one is repeated, a synonym used, or a punch line!

VI: Class reads Cinquain together. Sample of first and second graders' efforts:

|                    |                      |
|--------------------|----------------------|
| Hot dog            | Butterfly            |
| Long, steamy       | Colorful, dainty     |
| Good to eat        | Flies over flowers   |
| Put mustard on top | Stops to suck nectar |
| Yummy!             | Pretty.              |



**Concept** Divergent Production



### Curricular Objective

3.3.9 The child will make a meaningful object from a group of construction paper figures.

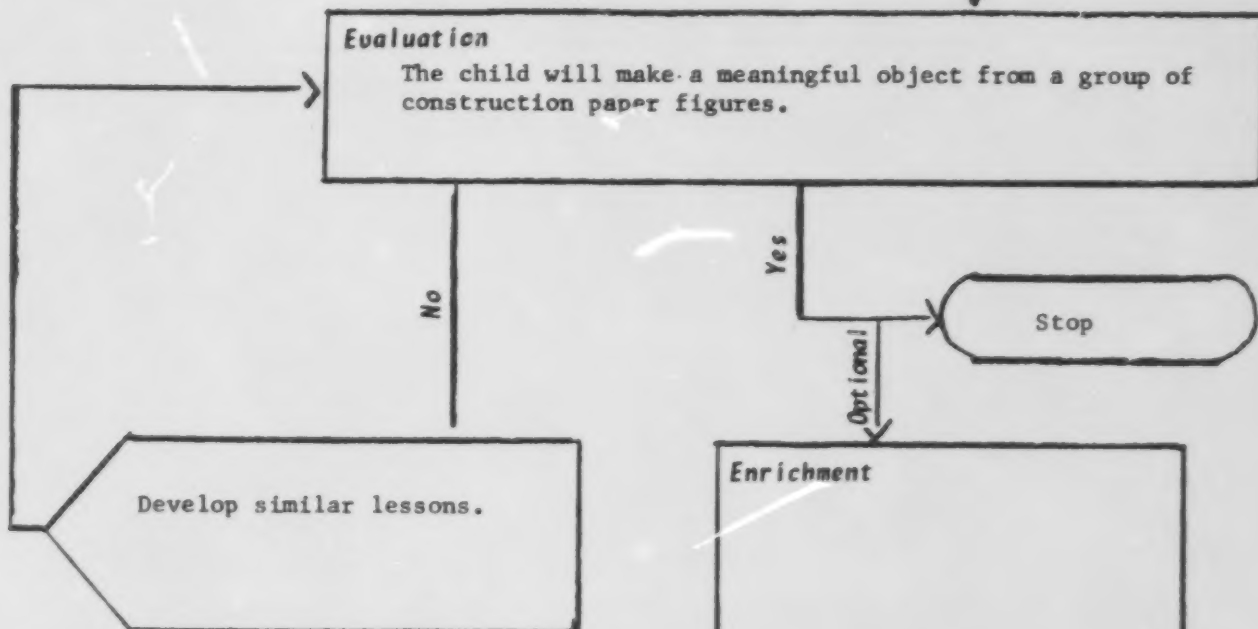
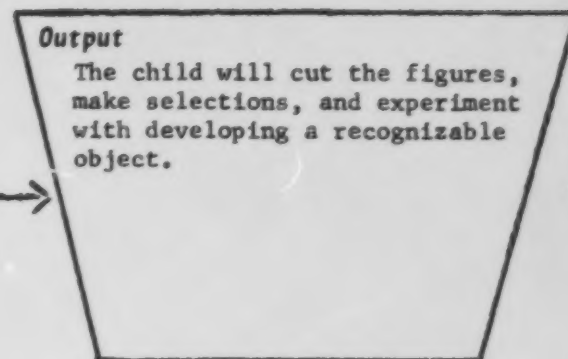
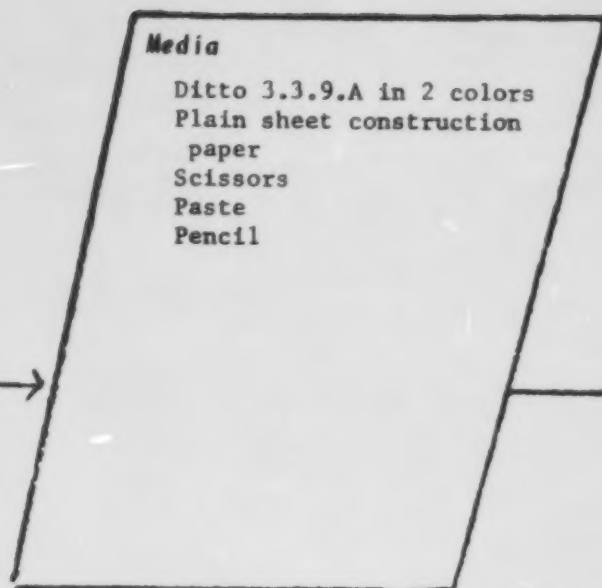


### Input

Discuss the fun of block play and making objects with tinker toys. Explain that this lesson calls for lots of imagination, too, only this time using paper pieces.

### Learning Opportunities

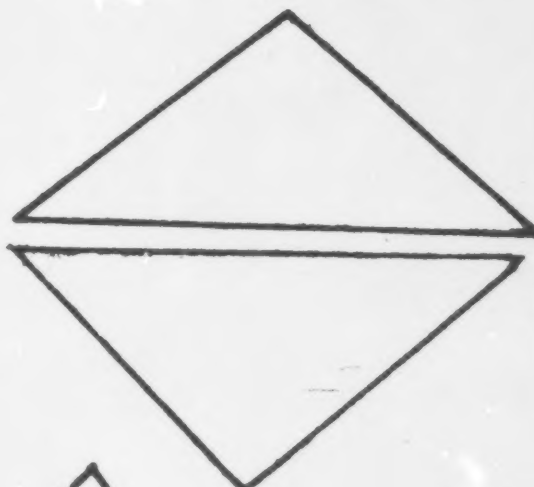
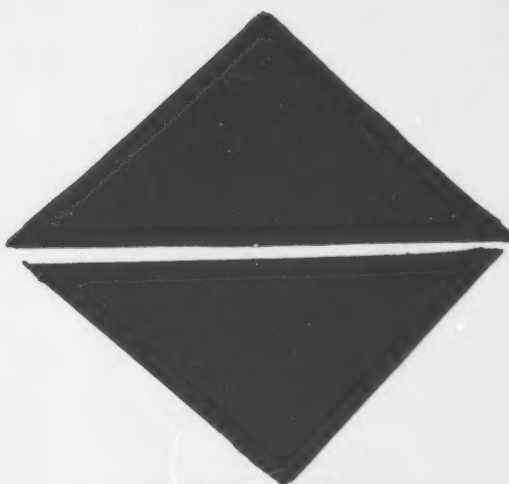
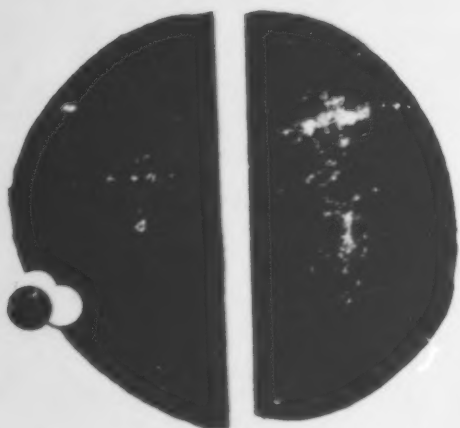
- I: The child is presented with two sets of figures, in contrasting colors. (See 3.3.9.A)
- II: The child will cut out all figures.
- III: Encourage originality and much experimentation before he decides on his final object.
- IV: The child will paste the objects onto a plain sheet of construction paper.
- V: Have the child write a clever name for his creation.



# Scissorettes

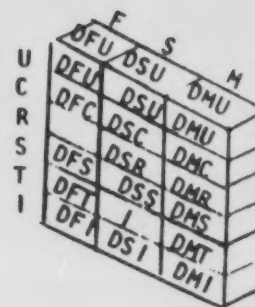


Use only the pieces you want for your picture





**Concept Divergent Production**



**Curricular Objective**

3.3.10 The child will create a bunny starting from only a cotton ball. He will then develop a sentence using chiefly "B" words in alliteration.



**Input**

Ask the children how many know the rhyme--

Peter Piper Picked a Peck of  
Pickled Peppers; A Peck of Pick-  
led Peppers Peter Piper Picked.  
If Peter Piper Picked a Peck of  
Pickled Pepper, Where's the  
Peck of Pickled Pepper Peter  
Piper Picked?

or,  
She Sells Sea Shells on the  
Sea Shore.

or,  
A skunk Stood on a Stump  
The Stump thunk the Skunk  
stunk,  
But the Skunk thunk the  
Stump stunk.

Why do we enjoy things like  
this? (Pleasing to hear)

Give the children a printed  
copy to take home and ex-  
periment with.

**Learning Opportunities**

I: The teacher presents a poster or  
ditto (See 3.3.10.A) with same idea  
of alliteration.

II: Calls for all nouns children can  
name beginning with letter "B",  
records on board.

III: Teacher records all adjectives  
("Picture Words") children can think  
of, beginning with letter "B".

IV: Teacher records all verbs ("Action  
Words") children can think of begin-  
ning with letter "B".

V: Now the "Magic Tails" are passed out.  
Balls of cotton to be glued to  
manilla sheet.

A: Children proceed independently to  
develop bunny (or bunnies) in a  
situation involving other "B"  
words.

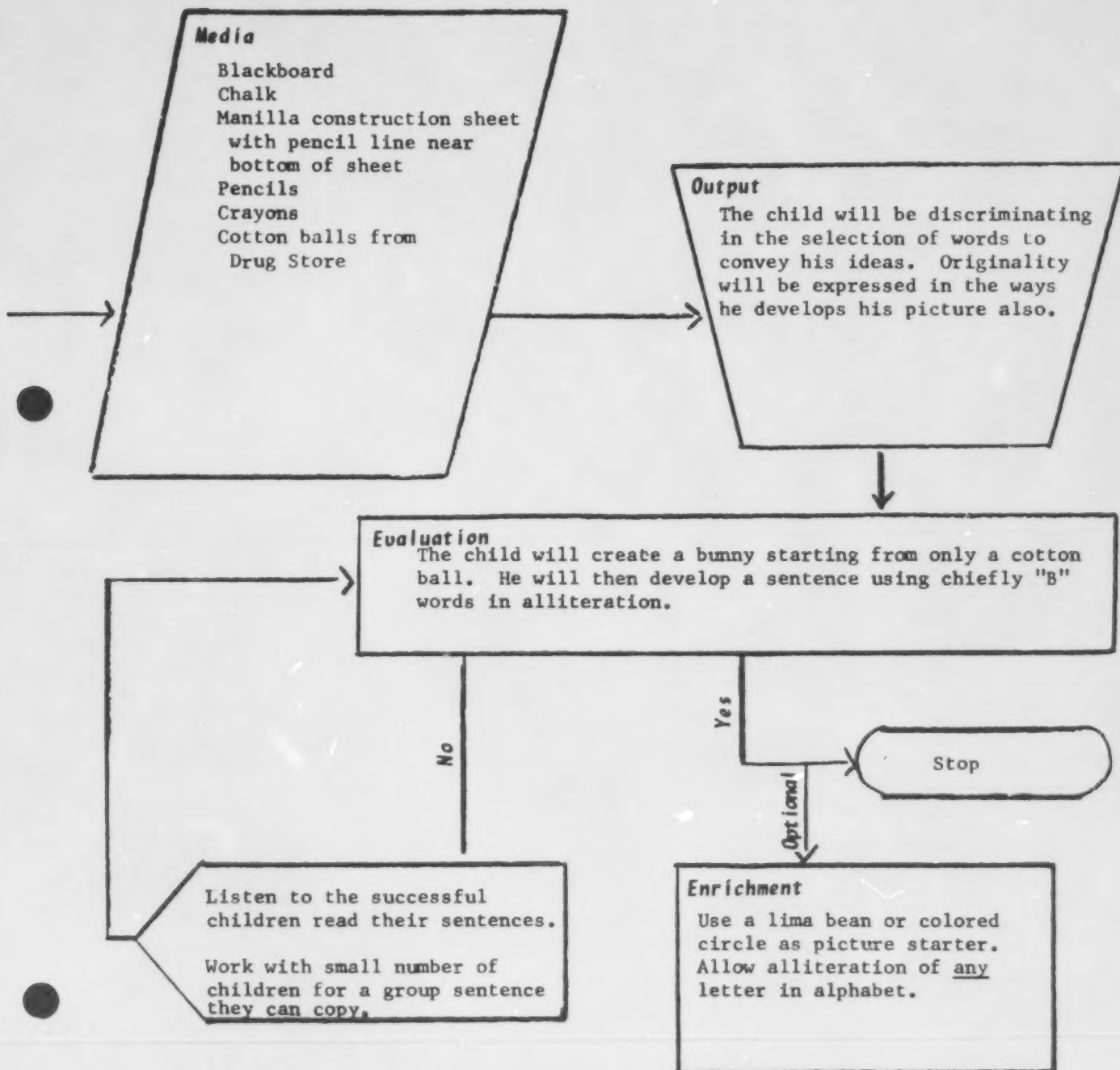
B: Draw and color for 20 minutes,  
developing a thought in allitera-  
tion.

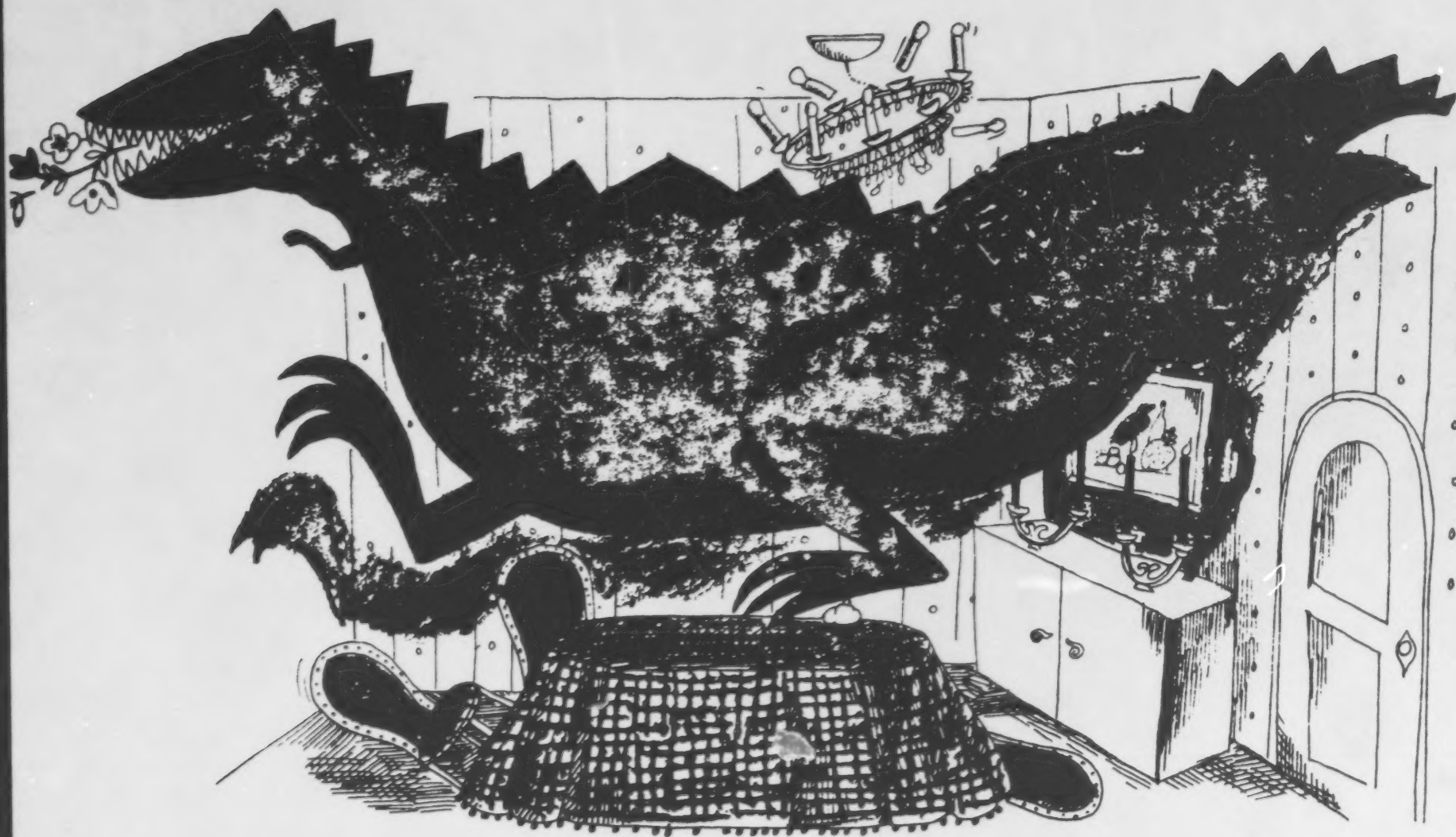
VI: Teacher encourages originality. Pro-  
ceeds to individual children to guide  
ideas and help with additional words.

A: Point out not all words in the  
thought need to begin with "B".

B: Children refer to board for ideas.

VII: Children record ideas below bunny  
picture.





A Dinosaur  
Dancing on his  
Dessert in the  
Dining room.

|   |     |     |     |
|---|-----|-----|-----|
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| S | DFT | DSS | DMS |
| T | DFA | DSI | DMI |

**Concept** Divergent Production

### Curricular Objective

3.3.11 The child will compose a short story after observing the ditto where a bird chooses to return to his egg.



### Input

Ask if any children ever ran away, or ever wanted to. What are other methods of escape?

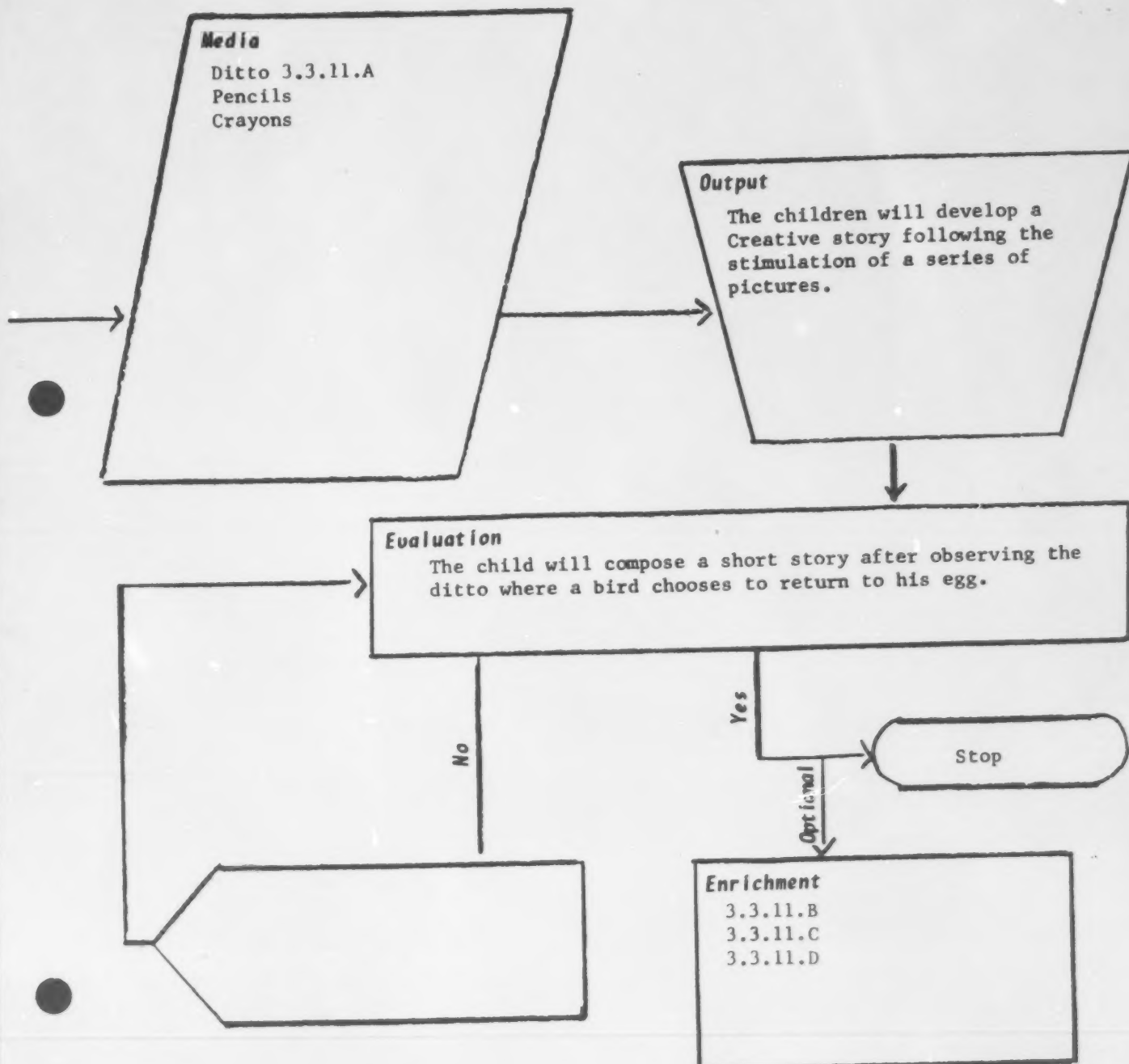
### Learning Opportunities

I: The teacher presents ditto.  
(See 3.3.8.A) and asks children to carefully study it.

A: Point out sequence involved.  
B: Avoid too much discussion as children will not develop their own creative idea.

II: Ask children to write a short story.  
A: Some children may need to dictate and then copy.

III: Proceed independently with story and coloring.





WHAT HAPPENED?

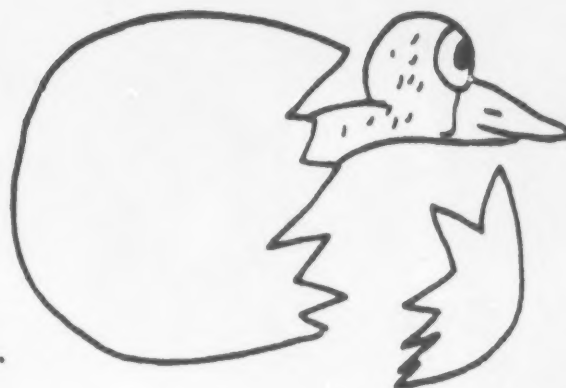
Name \_\_\_\_\_

Tell your story, then color the pictures.

1.



2.



3.



4.



5.



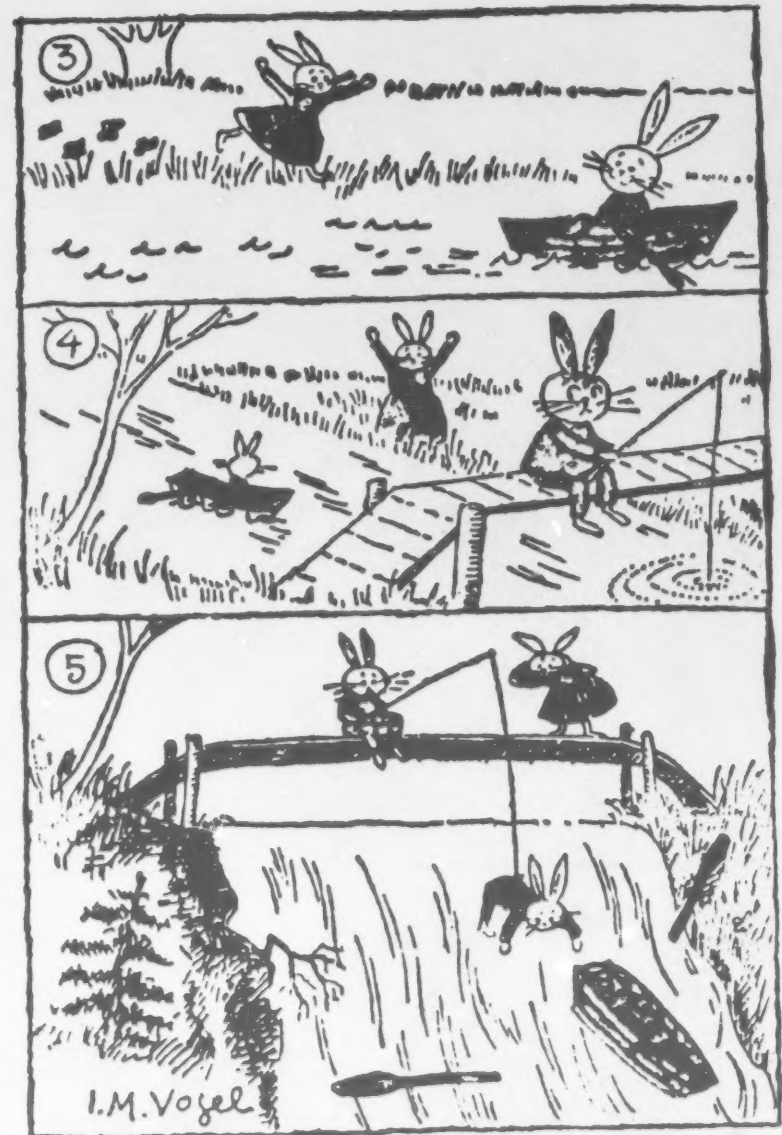
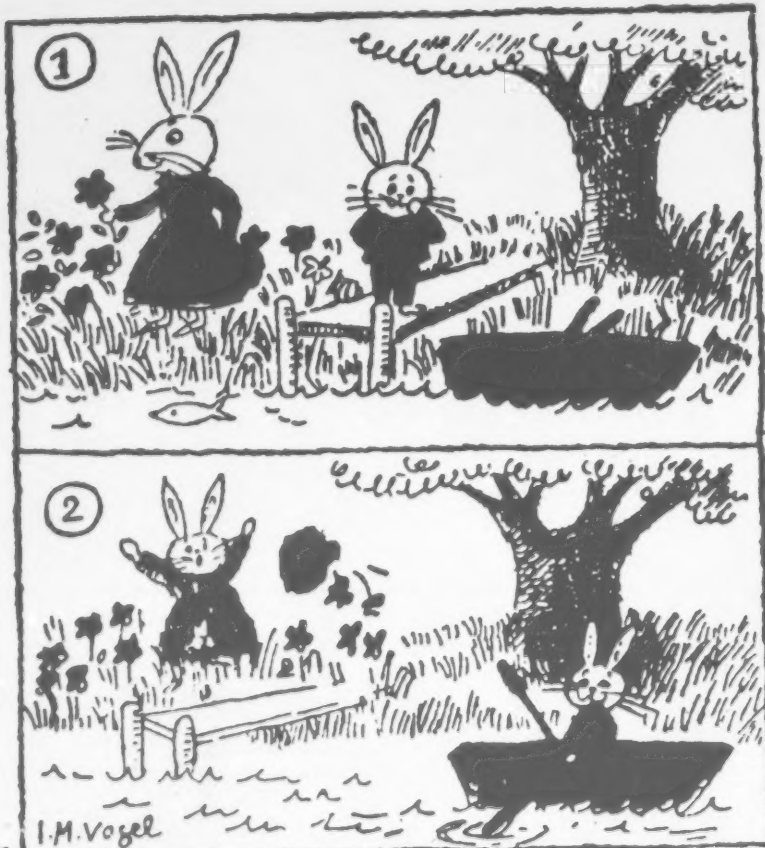
6.





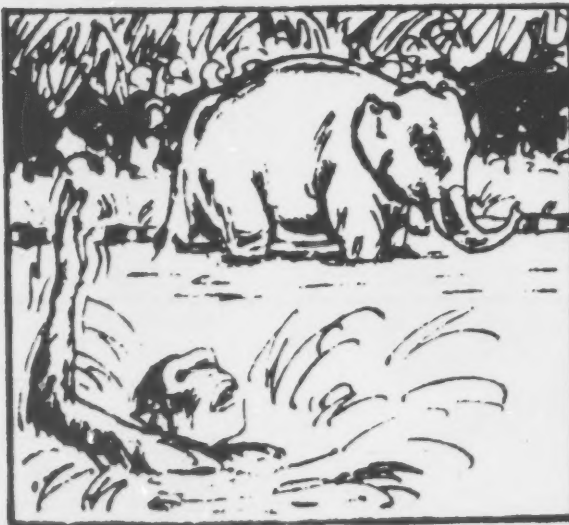
# YOU TELL THE STORY!

Look at the pictures and tell the story of what happened. Put in lots of details!



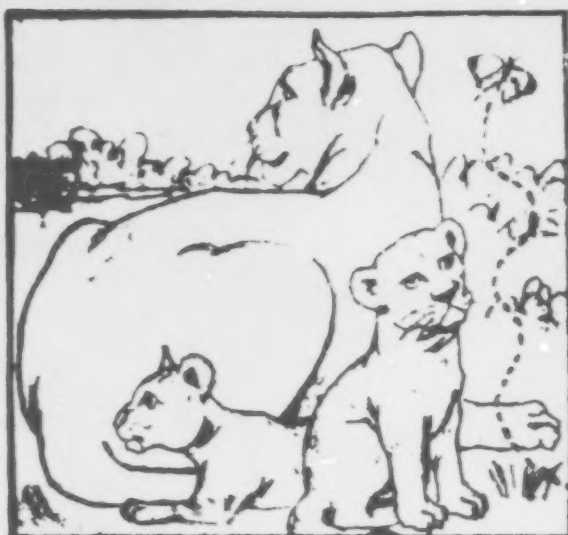
# MAKE YOUR OWN STORY

What can you tell about this monkey?



## MAKE YOUR OWN STORY

What can you tell about this lion cub?



Material from Thinking and Writing Series -- an Inductive Program in Composition by  
Raymond Fournier, ©1969 by Prentice-Hall, Inc., Englewood Cliffs, N. J. Reprinted by permission.

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**Concept** Divergent Production

### Curricular Objective

3.3.12 The child will add interesting words and ideas to complete a partially written story.



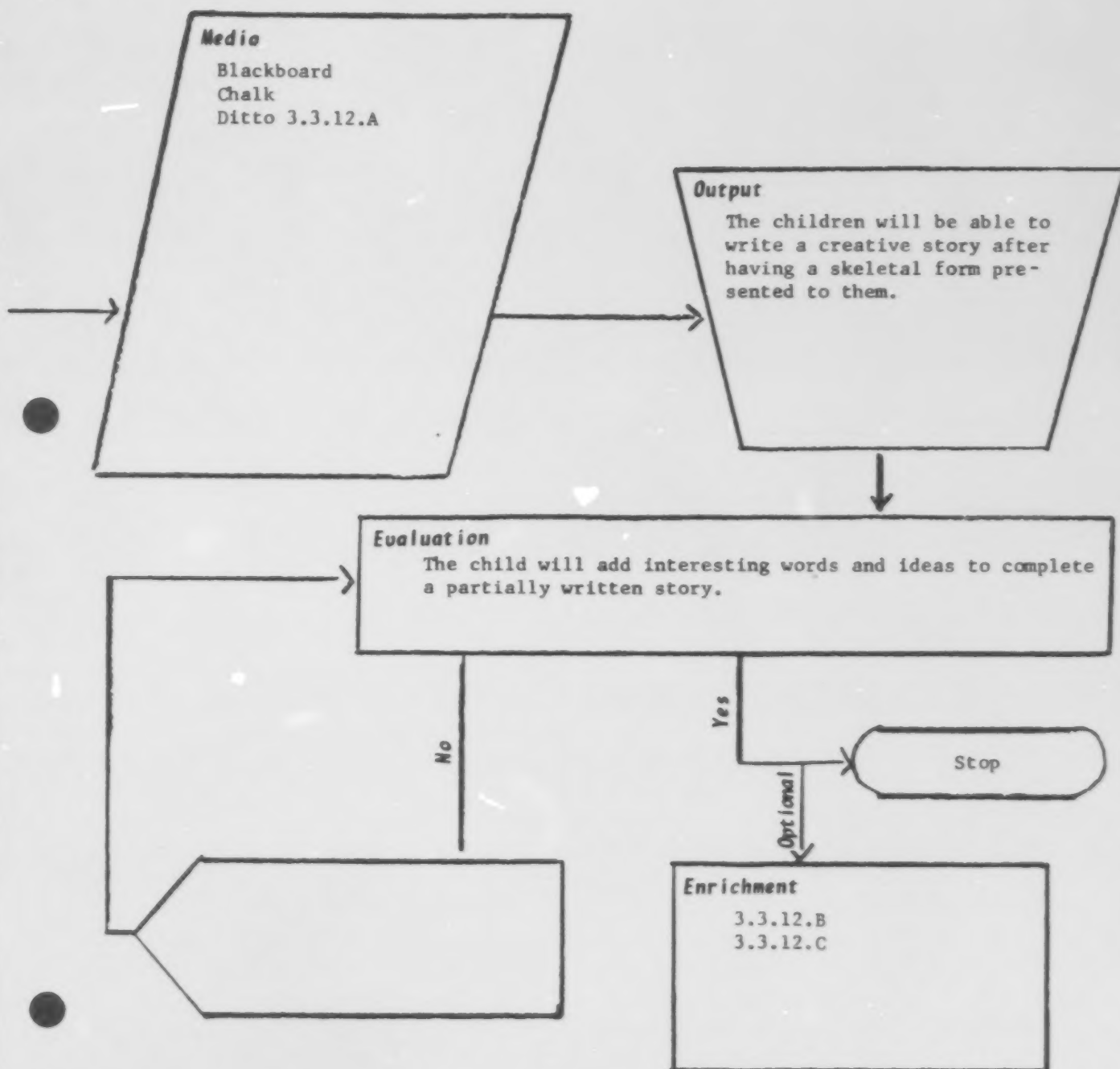
### Input

The teacher may explore words with the children orally in an attempt to focus in on more exact, unique words which give greater description. As, "She was a nice lady." (Replace with gentle, kind, quiet, generous etc.) or "He was a bad man." (Replace with stingy, cruel, ugly, etc.)

### Learning Opportunities

- I: The teacher reads a story (see 3.3.12.A) omitting words.
- A: She restates the story and gets many different responses to add to first two blanks.
- B: Children proceed independently as teacher circulates to aid spelling. (However, emphasize words and ideas are the important part of this lesson and misspelling won't matter as long as they can read it back.)
- C: Have volunteer children read their stories to class.
- D: Have children suggest titles they might have chosen had they written the stories read.





## WRITE A SILLY STORY

Choose words you think would be fun and put them on the line. Have fun with your words but keep a little sense too! Then finish the story. Make a clever title.

Title \_\_\_\_\_

Just a short time ago, in a town name \_\_\_\_\_ lived a \_\_\_\_\_  
\_\_\_\_\_ boy. Now one day he decided to seek his fortune. With a  
\_\_\_\_\_ he waved goodbye to his \_\_\_\_\_ and started  
\_\_\_\_\_. Just a few blocks from his home he saw \_\_\_\_\_  
\_\_\_\_\_ by the side of the road. Now \_\_\_\_\_ was very  
curious so he went up to it. He knew it would \_\_\_\_\_  
so to make sure he \_\_\_\_\_. Just  
then he heard a \_\_\_\_\_. Now he quickly \_\_\_\_\_  
\_\_\_\_\_. He didn't know what to do. Soon he \_\_\_\_\_.  
Then things really began to happen. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## WRITE A SILLY STORY

Choose a word you think would be fun and put it on the line. Have fun with your words but keep a little sense too! Then finish the story. Make a clever title.

Title \_\_\_\_\_

Once upon a time a \_\_\_\_\_, \_\_\_\_\_ girl named \_\_\_\_\_

felt a \_\_\_\_\_ pain. She sent for \_\_\_\_\_

who looked at her \_\_\_\_\_ and said \_\_\_\_\_.

Then he \_\_\_\_\_ "I see your trouble. The \_\_\_\_\_

on your \_\_\_\_\_ is touching the \_\_\_\_\_.

The \_\_\_\_\_ took her to the \_\_\_\_\_ room

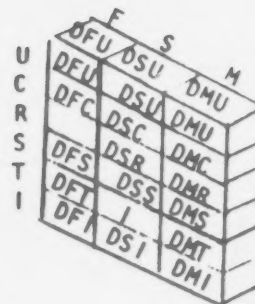
of the hospital. There he \_\_\_\_\_

Then he said, "That takes care of that." He began sewing her up. Everything was

fine for a while. Then one day, all of a sudden \_\_\_\_\_

STORY STARTERS

1. Once I got a lion for my birthday and \_\_\_\_\_
2. If I had a magic wand I would \_\_\_\_\_
3. It's fun being a girl because \_\_\_\_\_
4. If I were a bird I would \_\_\_\_\_
5. The T.V. show I like best is \_\_\_\_\_ because \_\_\_\_\_
6. If I could be an animal I would be a \_\_\_\_\_ because \_\_\_\_\_
7. It's fun being a boy because \_\_\_\_\_
8. Once I found a magic fish and \_\_\_\_\_
9. If cats could bark \_\_\_\_\_
10. I'm happy today because \_\_\_\_\_
11. If I could make myself smaller when I wanted, I would \_\_\_\_\_
12. If I had a million dollars I would \_\_\_\_\_
13. Two little skunks were looking for a friend and so they \_\_\_\_\_
14. I found a dinosaur in my yard and so I \_\_\_\_\_
15. Santa got lost in my house and \_\_\_\_\_
16. If I was a skin diver I would \_\_\_\_\_
17. One day I went to the moon and \_\_\_\_\_
18. One day I found a little black box \_\_\_\_\_
19. I am a statue (coin, stamp, shoe,) and I must tell you about my life. \_\_\_\_\_
20. I was visiting my uncle at the fire station. Suddenly there was an emergency call. I jumped onto the fire truck and \_\_\_\_\_
21. I have just taken a potion that will make me invisible \_\_\_\_\_
22. I have just won a thousand dollar prize \_\_\_\_\_
23. All of a sudden \_\_\_\_\_ stepped right out of the TV set \_\_\_\_\_
24. I am a dog and I just saw a cat \_\_\_\_\_
25. The happiest day I ever had was \_\_\_\_\_
26. I'll never forget the day \_\_\_\_\_
27. My best birthday was \_\_\_\_\_
28. What is a Father? \_\_\_\_\_



**Concept** Divergent Production

### Curricular Objective

3.4.1 Given an outline of his shoe print the child will draw a creative picture and write a short story about it.



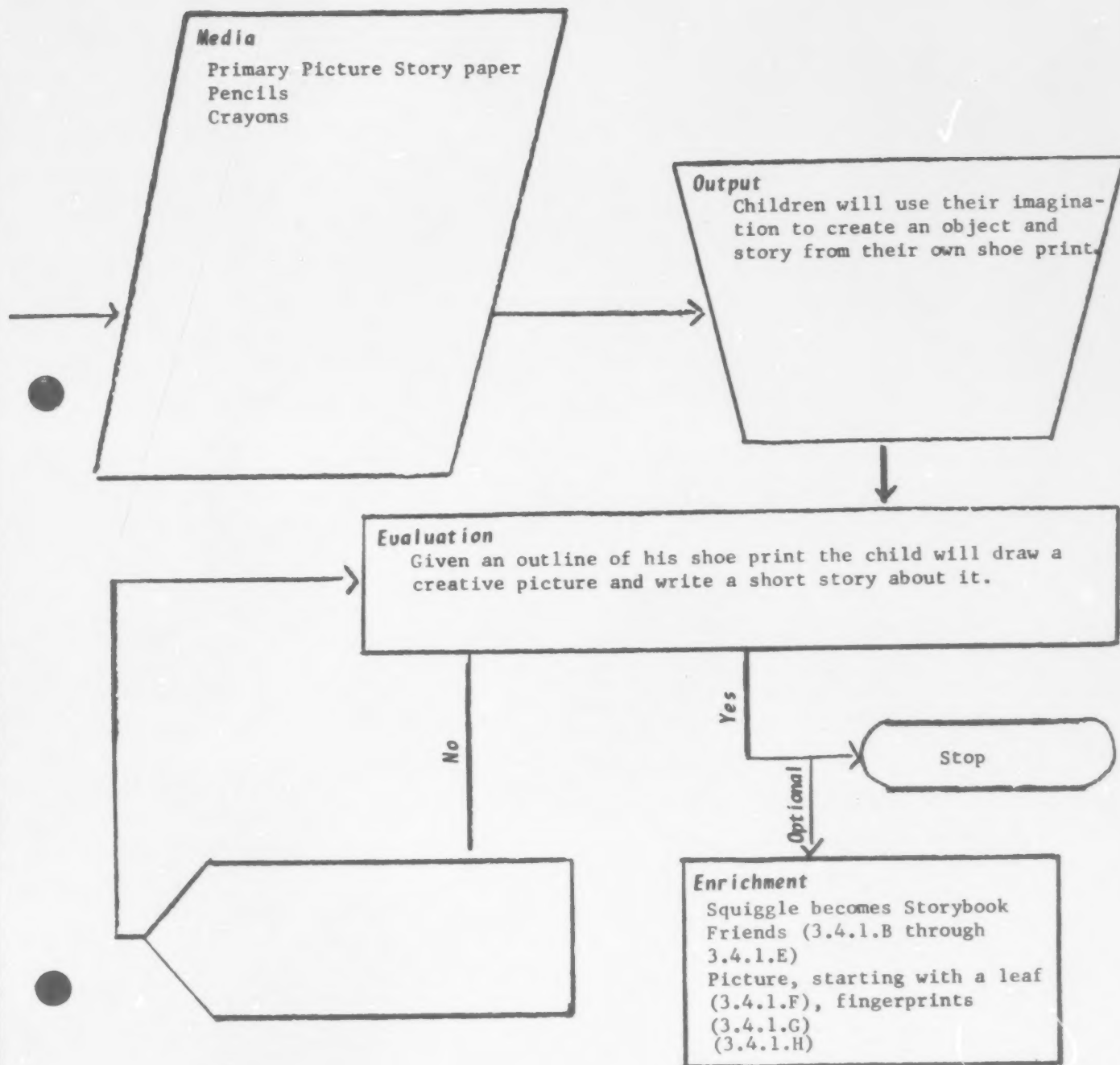
### Input

Discuss what it would be like if everyone in the class looked alike, thought alike, and felt alike. Work toward the feeling and pleasure of having different ideas and being creative. Then talk about the fact we all have feet and get the children to suggest the likes and differences in their use (as: we all walk and run. Some dance, kick balls, skate etc.)

Today's lesson will be using our feet creatively.

### Learning Opportunities

- I: The teacher calls for a volunteer. She then traces around one of his shoes as he stands there.
- II: Mention saying a few magic words, then asking what they could turn the outline into with much imagination.
- III: While turning the sketch every direction, ask questions as:
  - A: Could you turn it into an animal?
  - B: Could it be something that flies; goes on the water, something that grows etc.
- IV: Children proceed independently to turn their footprint into an object.
  - A: Color it; name it; write a short story about it. (See: 3.4.1.A)
- V: Later, a volunteer "Show and Read" time.
  - A: Have children suggest clever names for each other's stories.



By Bet Sayre  
Murphy Ranch  
Grade one

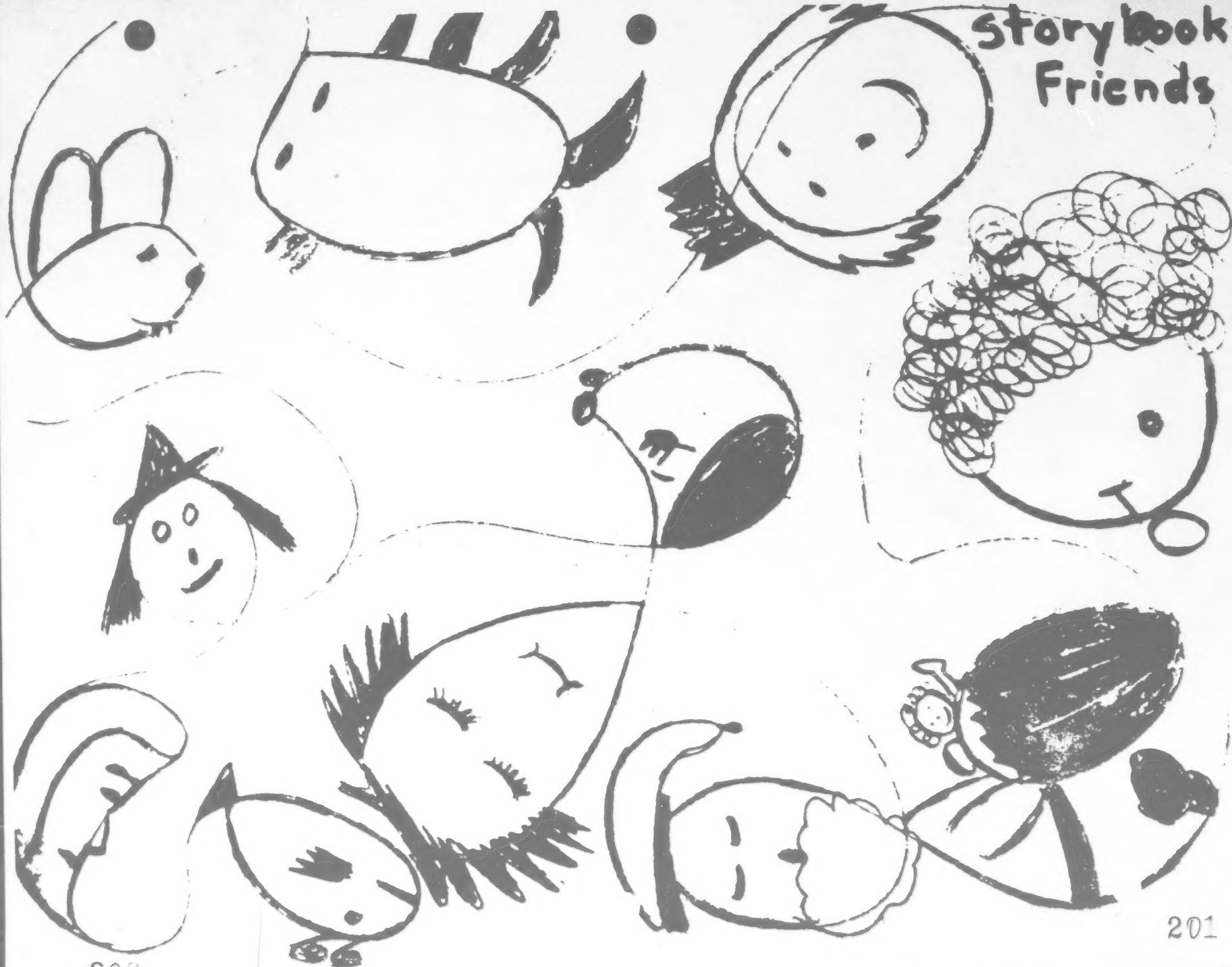


om is talking -

One day we were playing baseball and another new player came to play. It was his turn to bat and I gave him the bat and he threw it and used his nose and that is why he is called bat nose

3.4.1.A

# Storybook Friends





# FUN WITH SCRIBBLES

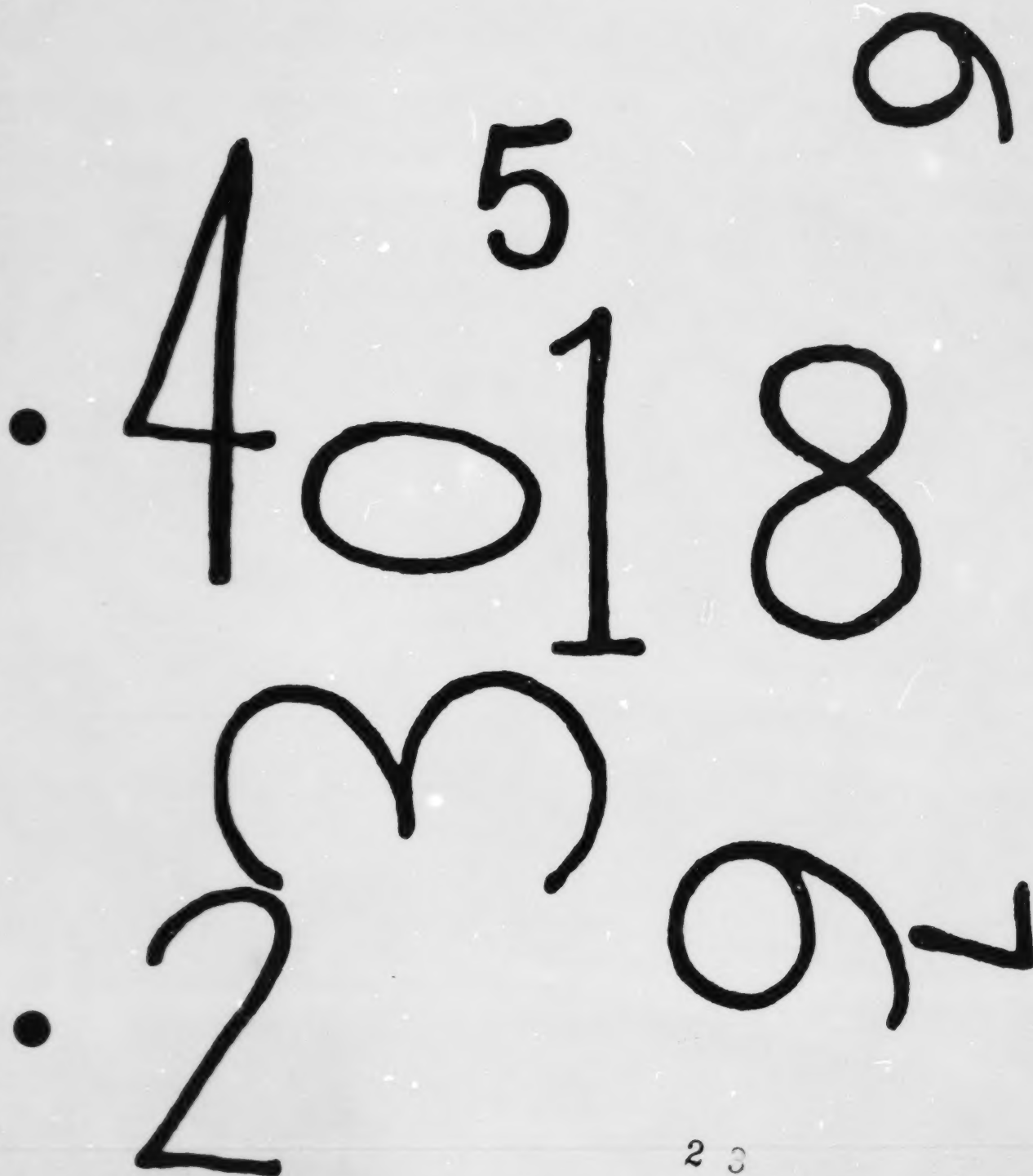
3.4.1.C

...Add some lines. Try to  
put in lots of ideas. Make  
up a name for your drawing.

Fig 1



● Use your imagination! Add lines to make objects. They may be separate or fit together. You are the artist. Have fun! You may color them.



# What am I?

Add lines. You may turn me any way. When I am something unusual, write a short story about me. You may color me if you wish.



(Title) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

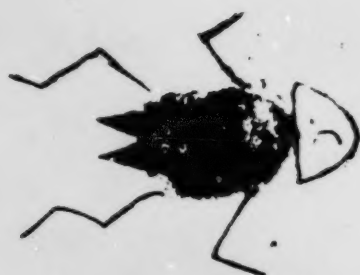
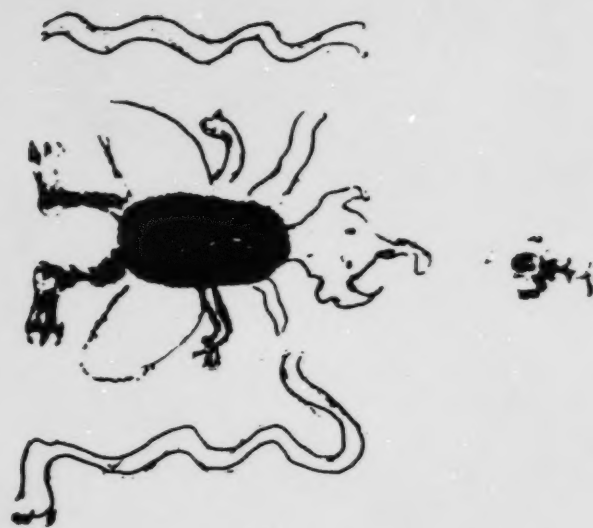
\_\_\_\_\_



The Ape Man

Hi, My- OOps! I just fell while I  
 WAS swinging from a vine. My Wife is  
 fine and I live in the Jungle. I eat  
 coconuts. I am an expert of swinging on  
 vines.

AD





# AN ALPHABET

NAME \_\_\_\_\_

Continue the letters, with a design. See what an interesting creature you can create. Add a unique thought below. Color it.



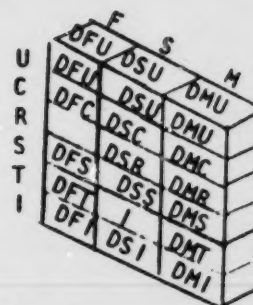
B

C

is an Ant who  
ambles around Andy's  
ant farm.



**Concept**      Divergent Production



**Curricular Objective**

3.4.2 The child will observe his expression in a small hand mirror and attempt to draw a similar expression on a dittoed face.



**Input**

Discuss how faces reflect our moods. Have a series of mounted pictures to discuss expressions on faces. Talk of possible causes for a certain expression, such as surprise, sorrow.

Instructs Corp., Paoli, Pa. 19301, has a splendid assortment --"Understanding Our Feelings"-- or cut pictures from magazines.

**Learning Opportunities**

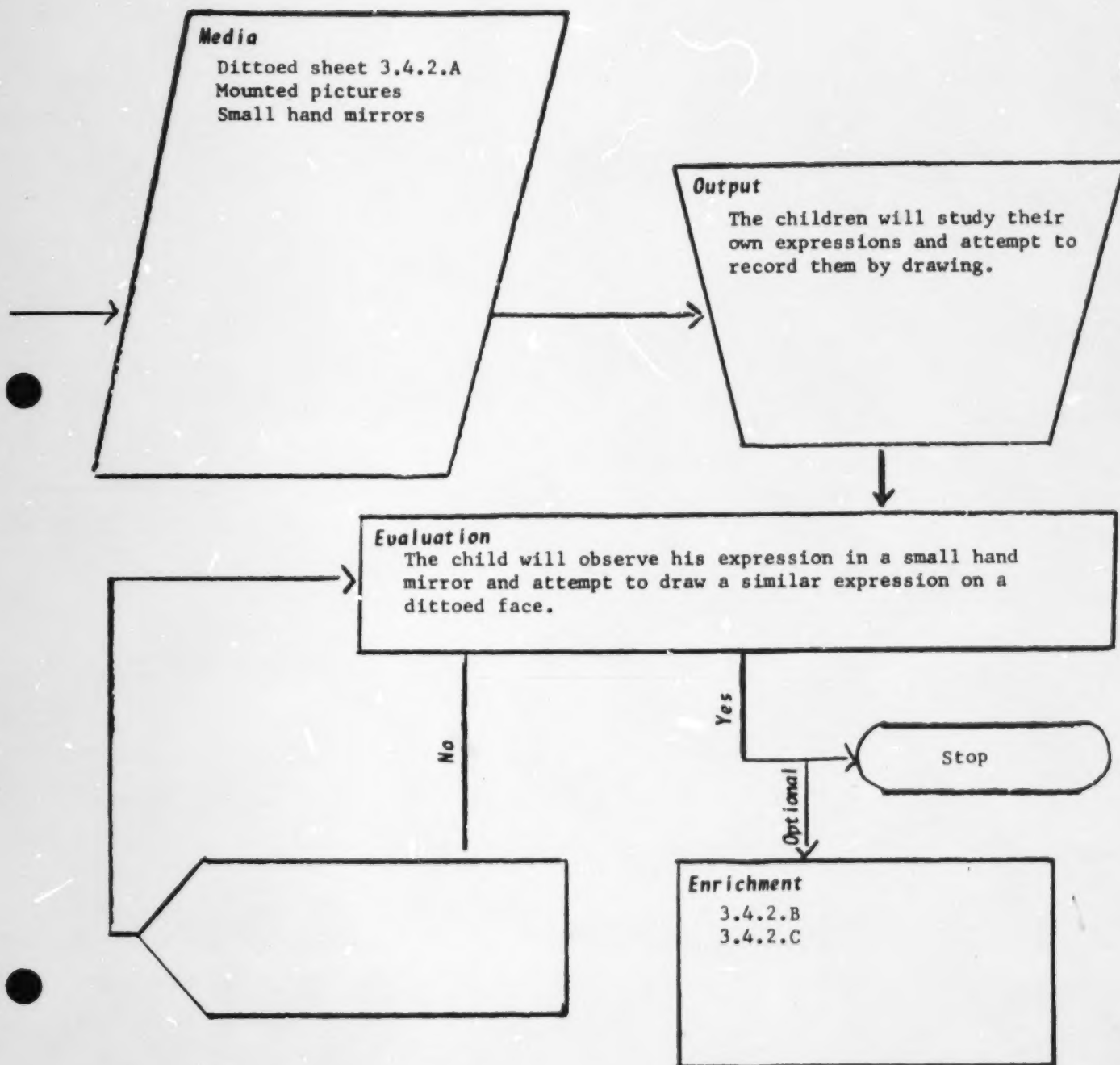
I: The teacher calls for a volunteer to display a look of happiness.

A: Have children speculate why he could possibly be feeling such joy.

B: Have children draw in a happy expression on first face of ditto. (See 3.4.2.A)

II: Pass out small individual hand mirrors.

A: Let children proceed independently completing ditto.



An "expression" is the kind of look you might have on your face describing what you are feeling. In each square, draw the "expression" describing the sentence. Sometimes it is helpful to look in the mirror.

THE BOY  
IS  
**HAPPY**



THE BOY  
IS  
**CRYING**



THE GIRL  
IS  
**SURPRISED**



THE GIRL  
IS  
**ANGRY**



THE GIRL  
IS  
**SLEEPY**



THE BOY  
IS  
**AFRAID**



THE BOY  
IS  
**LAUGHING**

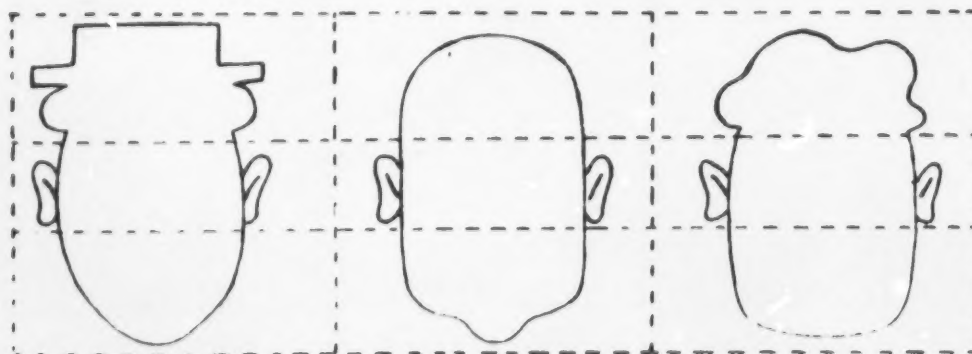


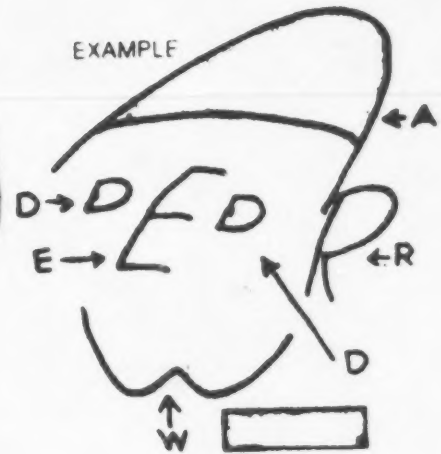
THE BOY  
IS  
**SAD**





Use the blank outlines below to draw some funny faces of your own. Keep most of the hair in the top part, the nose and the ears in the middle part, and the mouth in the bottom part of each face. Then cut them apart and use the different sections to make more funny faces.





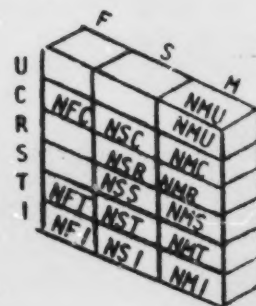
Each face spells a name, see how well you do at sorting out the letters, finding their names.



Now think of four names of your friends or family. Write down the letters. Then make a face.



**Concept**      Convergent Thinking



**Curricular Objective**

4.1 Given a ditto with a crossword puzzle the child will learn the directional pattern and make correct choice of answer by recall from vocabulary.



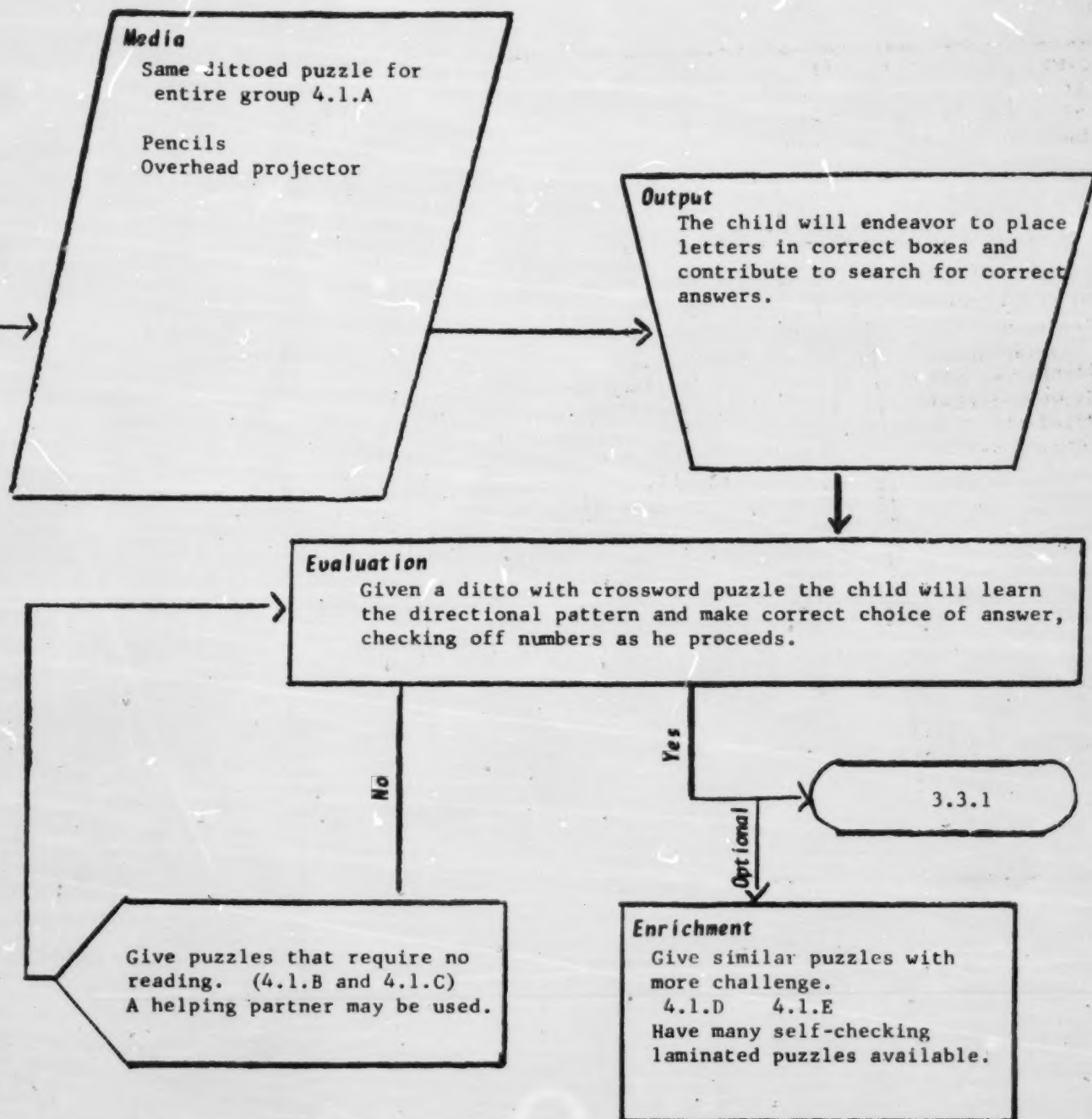
**Input**

Discuss knowing people who work crossword puzzles. Get children to elicit why they fascinate people. See if they can advance ideas why a crossword puzzle would be a good learning activity. (Vocabulary, Spelling)

**Learning Opportunities**

- I: The teacher will present a dittoed crossword to be worked together. See 4.1.A
  - A: Explain "Across" and "Down".
  - B: Read 2 Across. Note number of empty squares to fill. Call for answer.
  - C: Child will fill his box as the teacher does hers on overhead projector.
  - D: Have child cross out number 2 as completed.
- II: Complete entire puzzle together, checking children's work closely.





## ACROSS

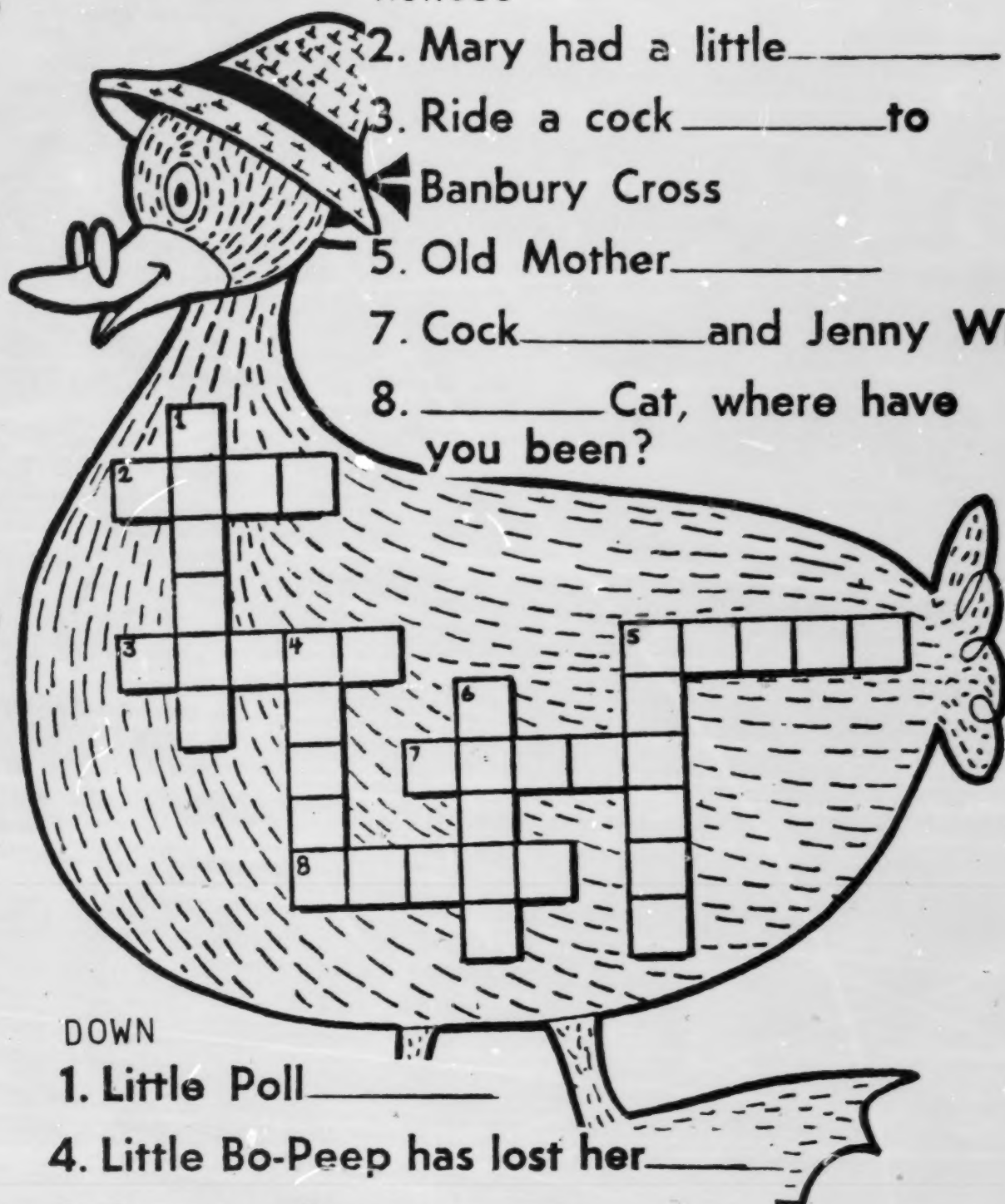
2. Mary had a little\_\_\_\_\_

3. Ride a cock\_\_\_\_\_to

4. Banbury Cross

5. Old Mother\_\_\_\_\_

7. Cock\_\_\_\_\_and Jenny Wren

8. \_\_\_\_\_Cat, where have  
you been?

## DOWN

1. Little Poll\_\_\_\_\_

4. Little Bo-Peep has lost her\_\_\_\_\_

5. Goosey, Goosey,\_\_\_\_\_

6. Hickory, dickory, dock!

The\_\_\_\_\_ran up the clock<sup>210</sup>

# ANIMAL FUN

Pelican  
Seal

Alligator

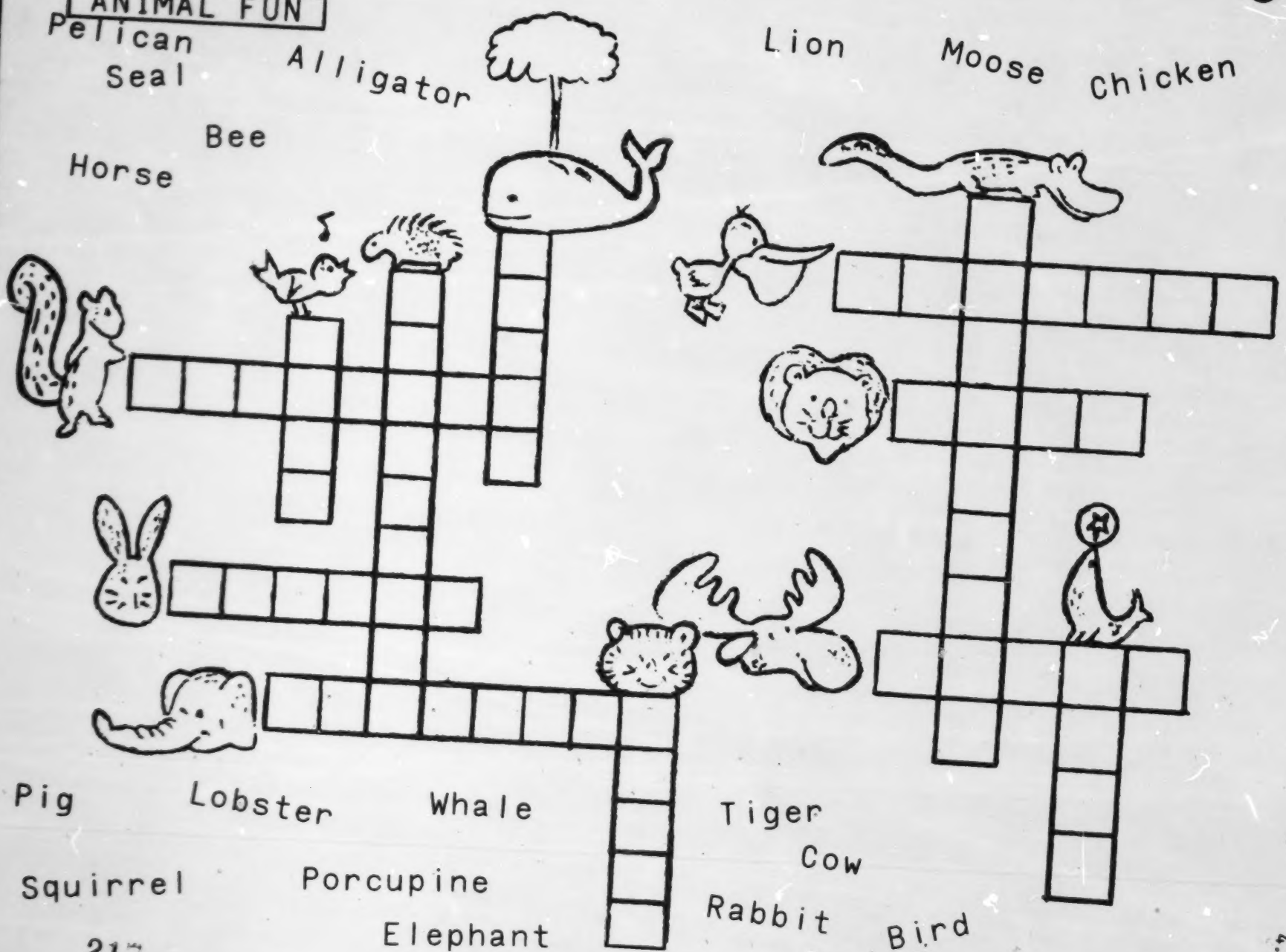
Lion

Moose

Chicken

Bee

Horse



Pig

Lobster

Whale

Tiger

Cow

Squirrel

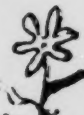
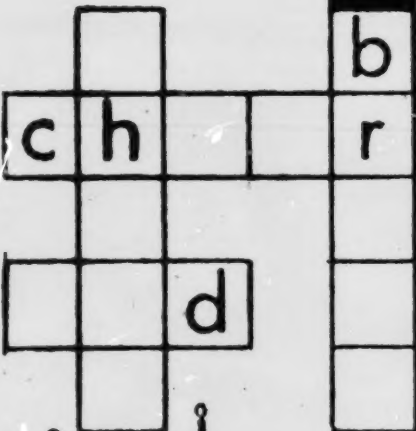
Porcupine

Elephant

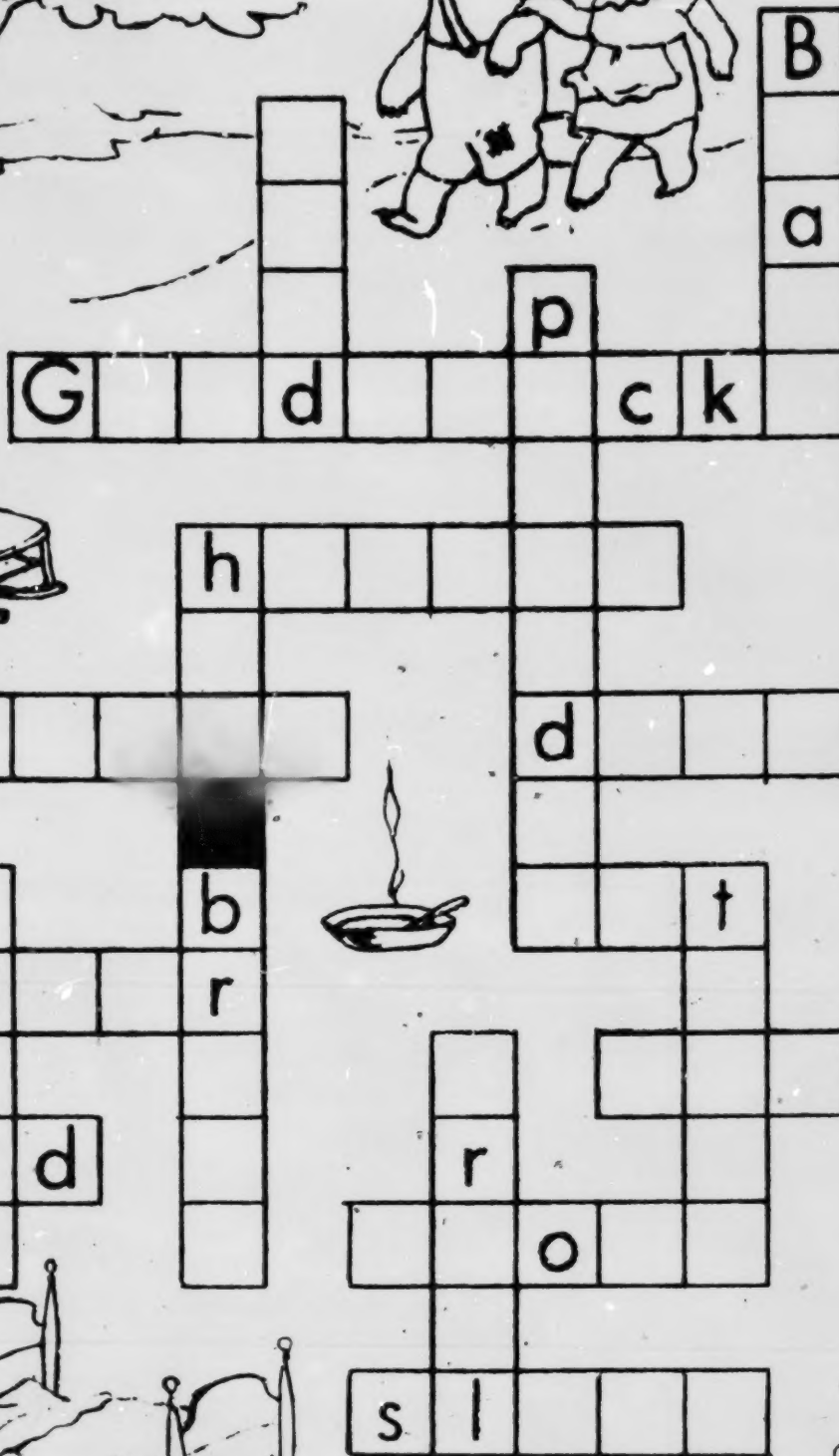
Rabbit

Bird

# THE THREE BEARS



Bears  
bed  
broke  
chair  
cold  
down  
eat  
Goldilocks  
growl  
hot  
hungry  
porridge  
sat  
sleep  
taste  
tears  
three  
woods

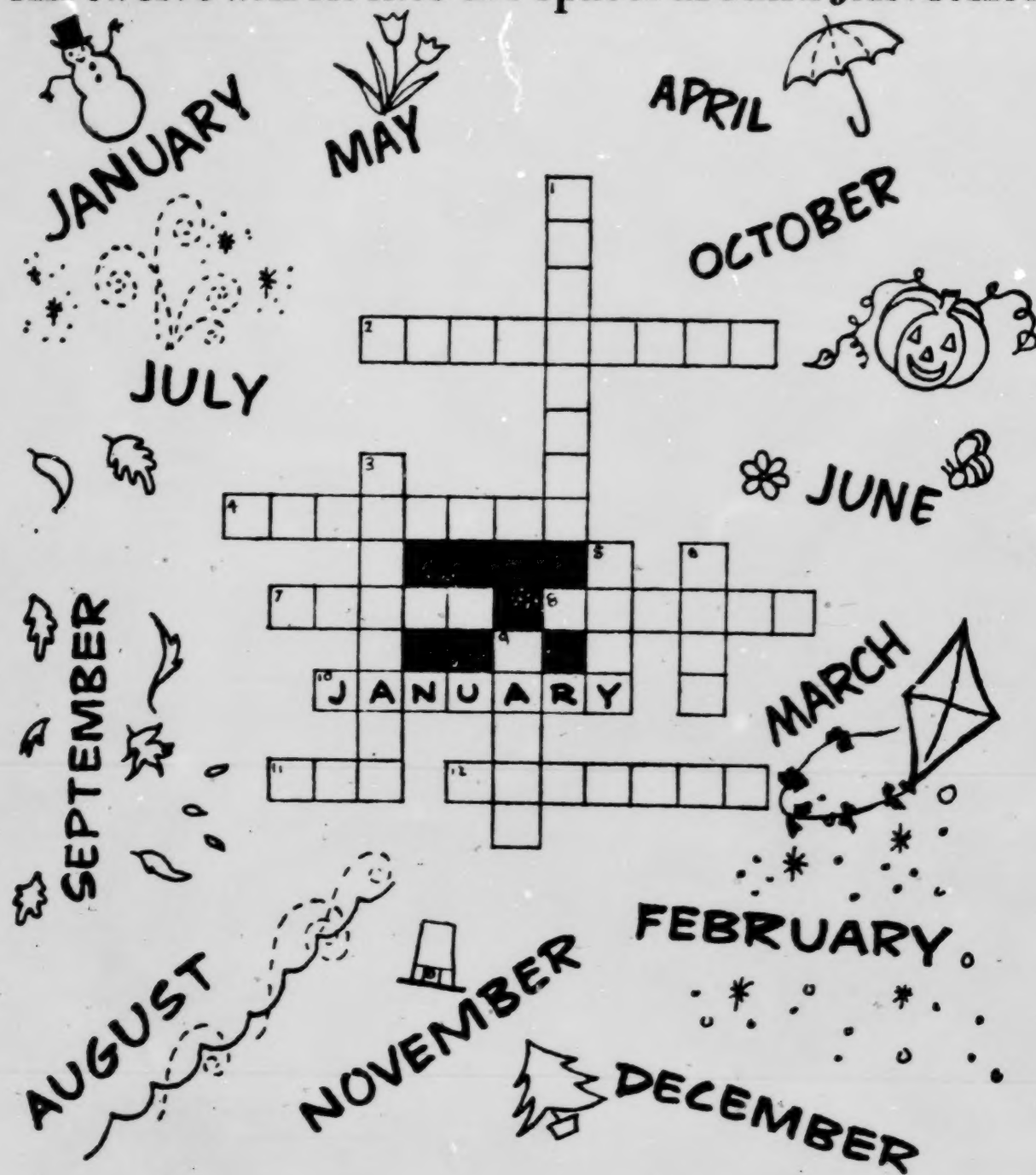


Maybe you can learn to spell  
some of the words!



# A YEAR'S SUPPLY

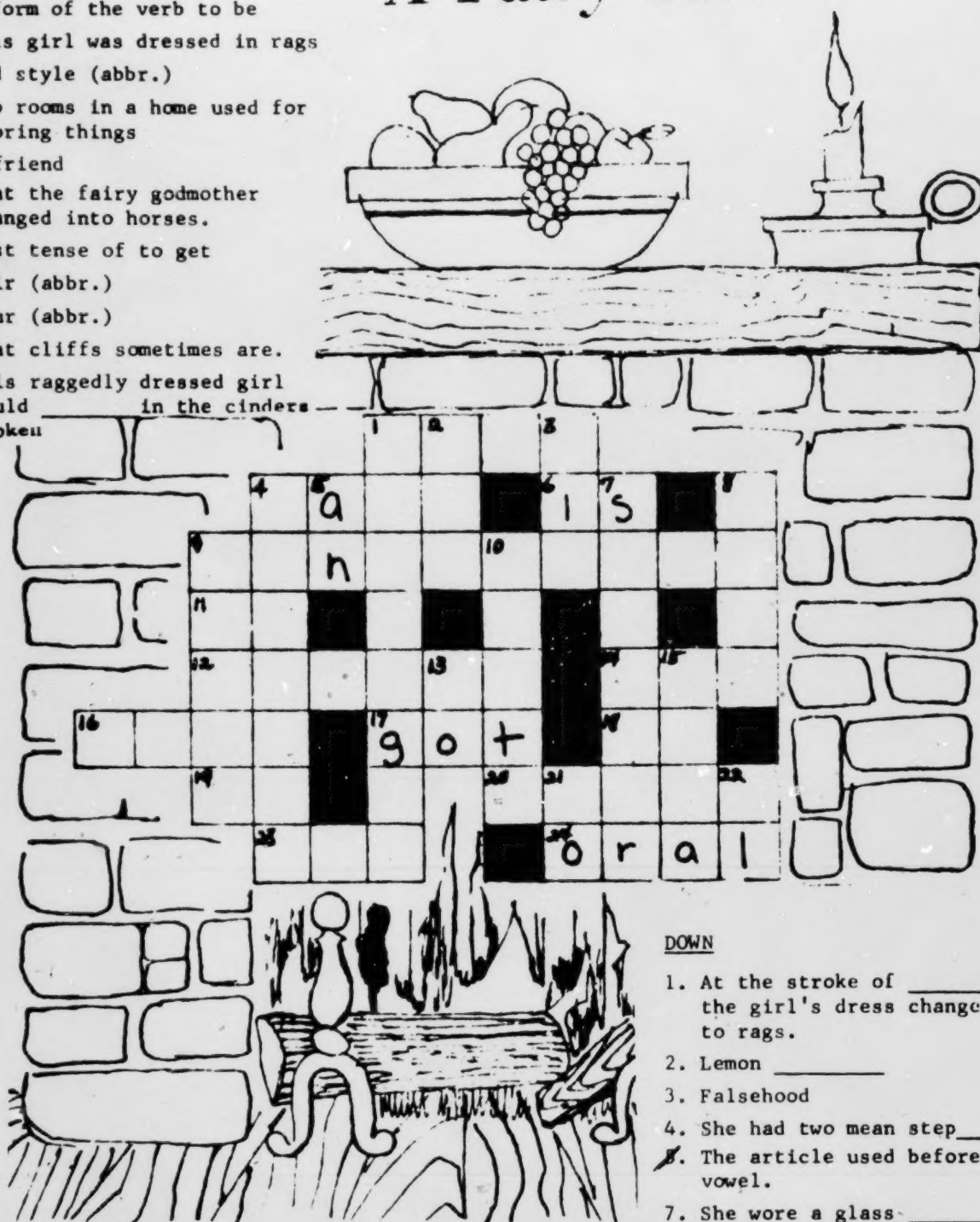
Fill the spaces with the names of the months.  
All twelve will fit into the spaces around JANUARY.



## ACROSS

1. Letters are put in a \_\_\_\_\_ box.
4. Past tense of say
5. A form of the verb to be
9. This girl was dressed in rags
11. Old style (abbr.)
12. Top rooms in a home used for storing things
14. A friend
16. What the fairy godmother changed into horses.
17. Past tense of to get
18. Pair (abbr.)
19. Hour (abbr.)
20. What cliffs sometimes are.
23. This raggedly dressed girl would \_\_\_\_\_ in the cinders
24. Spoken

# A Fairy Tale



## DOWN

1. At the stroke of \_\_\_\_\_ the girl's dress changed to rags.
2. Lemon \_\_\_\_\_
3. Falsehood
4. She had two mean step \_\_\_\_\_
5. The article used before a vowel.
7. She wore a glass \_\_\_\_\_
8. She went to the Prince's \_\_\_\_\_
9. The fairy godmother changed a pumpkin into this.
10. Sleeps

## DOWN (continued)

13. Company (abbr.)
15. Space
21. Opposite of from
22. Place (abbr.)



**Concept Convergent Production**

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | NFC | NSC | NMU |
| C |     | NSR | NMC |
| R |     | NSS | NMR |
| S | NFT | NST | NMS |
| T | NFI | NSI | NMI |

**Curricular Objective**

4.2 The child will take a simple code and decipher a message.

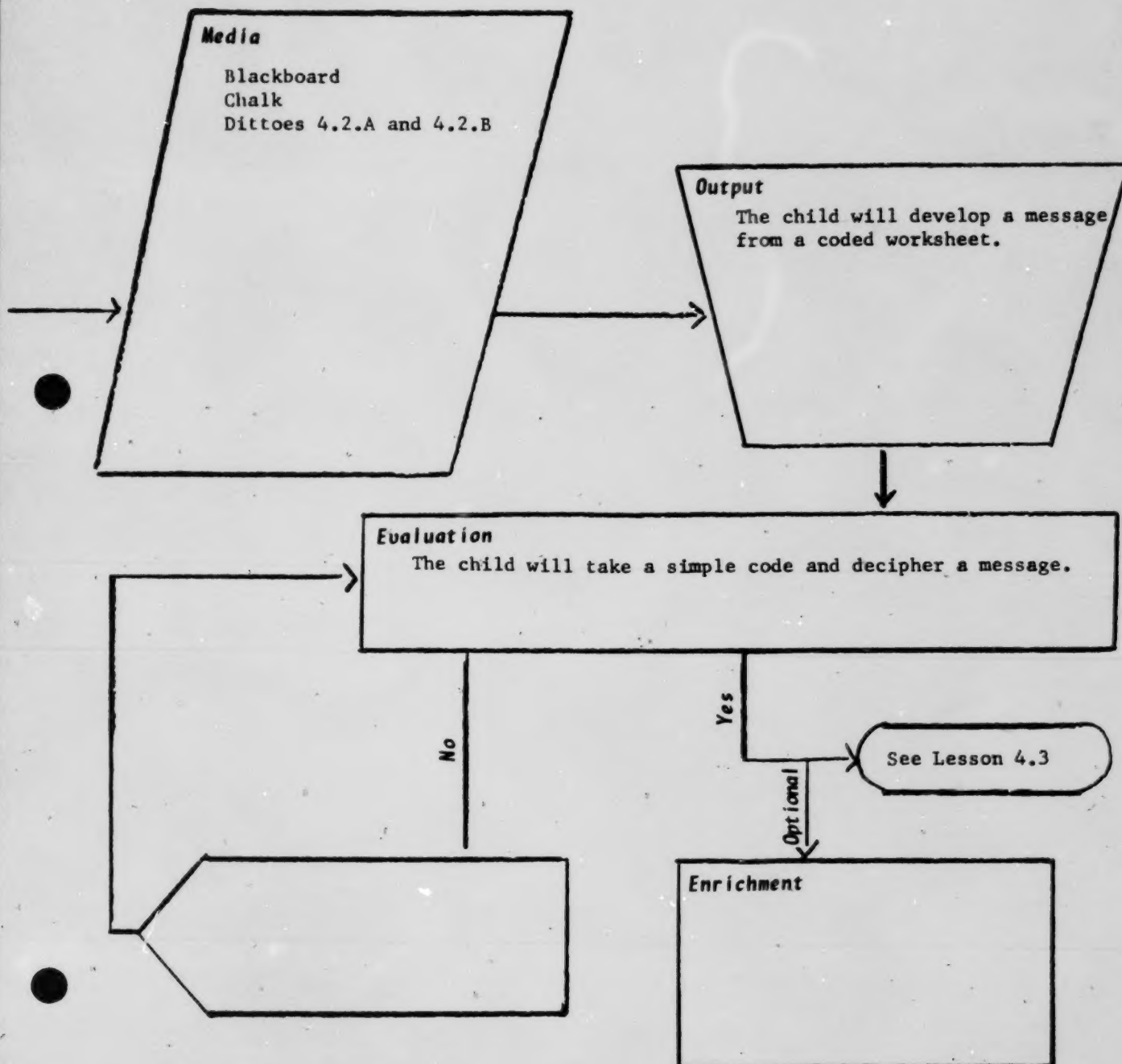


**Input**

Talk about the fun of secrets.  
See if the children know anything  
about codes: Why and when are  
they used? (Morse code, war etc)

**Learning Opportunities**

- I: The teacher will present each child with a dittoed code. (See 4.2.A)
- II: On the blackboard the teacher will put a simple message, using the numbers of the code. (Such as:  
3 15 4 5 19 1 18 5  
6 21 14.)
- III: Using their sheet, the teacher will place the right letter above each number as the children call it out.
- IV: When the letters are done, the children read the message together: Codes are fun. Point out spaces left between words.
- V: The teacher then distributes the second sheet, (see 4.2.B) and asks the children to decode the letter.
- VI: Children proceed independently, under close supervision.



Your Secret Code

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| A  | B  | C  | D  | E  | F  |
| 1  | 2  | 3  | 4  | 5  | 6  |
| G  | H  | I  | J  | K  | L  |
| 7  | 8  | 9  | 10 | 11 | 12 |
| M  | N  | O  | P  | Q  | R  |
| 13 | 14 | 15 | 16 | 17 | 18 |
| S  | T  | U  | V  | W  | X  |
| 19 | 20 | 21 | 22 | 23 | 24 |
|    |    | Y  | Z  |    |    |
|    |    | 25 | 26 |    |    |

4 5 1 18    6 18 9 5 14 4 ,  
20 8 5 18 5    23 9 12 12  
2 5    1    2 9 7    16 1 18 1 4 5  
15 14    19 1 20 21 18 4 1 25 .  
3 15 13 5    10 15 9 14    20 8 5  
6 21 14 .

16 19 .    9    23 9 12 12    2 21 25  
25 15 21    19 15 13 5    3 15 20 20 15 14  
3 1 14 4 25 .  
25 15 21 18    6 18 9 5 14 4 ,

(Write your own  
name in code)

To read the letter  
fill in the blank  
lines with matching  
letter  
Code.

**Concept** Convergent Production

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | NFC | NSC | NMU |
| C |     | NSR | NMC |
| R | NFT | NSS | NMR |
| S | NFI | NST | NMS |
| T |     | NSI | NMT |
| I |     |     | NMI |

**Curricular Objective**

- 4.3 The child will decipher a complicated code, construct a message based on the code and evaluate the results.



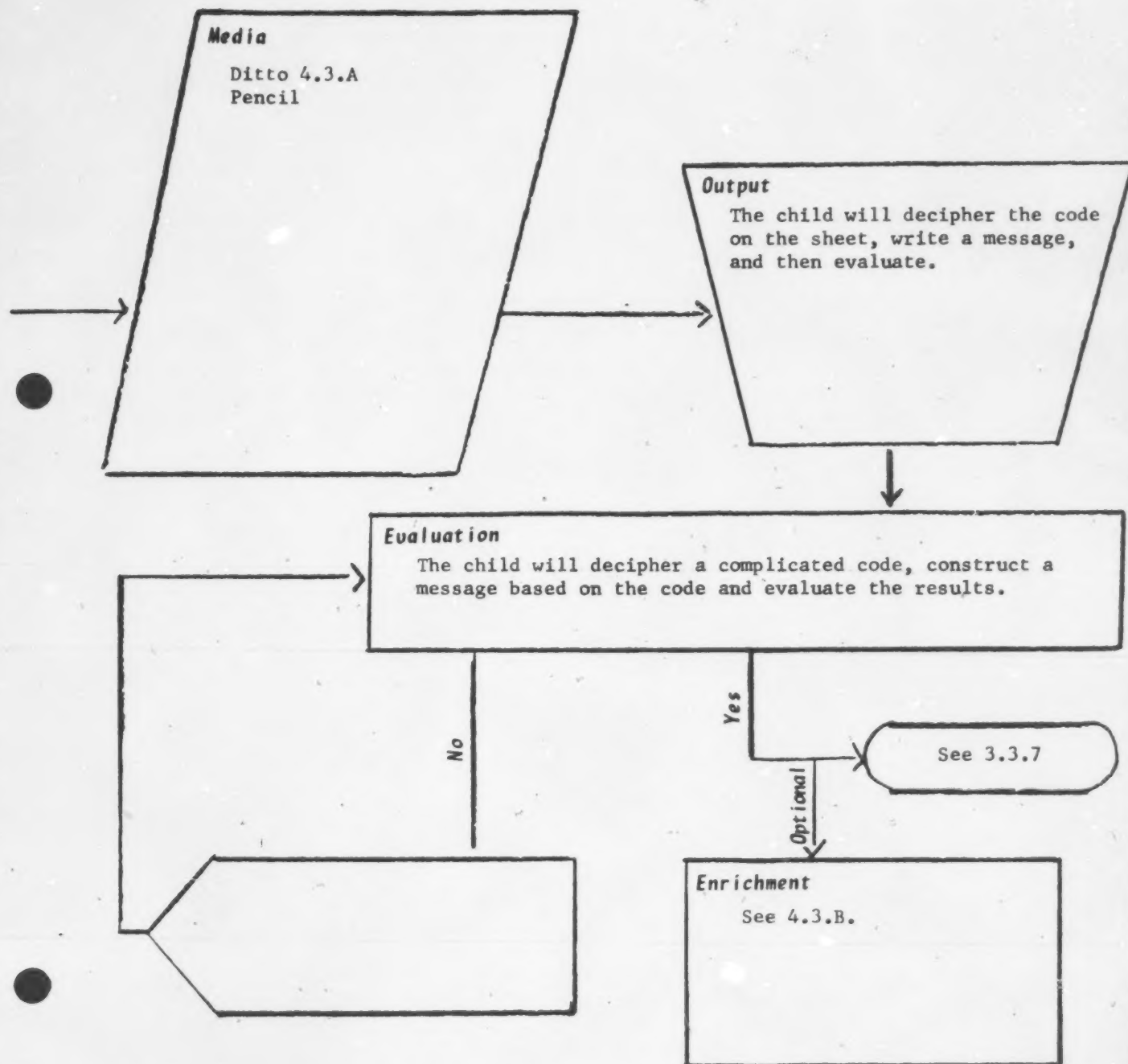
**Input**

Discu: various ways primitive man relayed message to his tribe members. (Smoke signals, picture writing) Bring out likes and differences between codes and Indian pictures. Ask the children if they are ready to work with a more difficult code than last lesson.

**Learning Opportunities**

- I: The teacher will present each child with ditto. (See 4.3.A.)
- II: Point out spaces between words. Call for volunteer on letters needed for first two words.
- III: Children proceed independently on lines 1 and 2.
- IV: Ask children to compose a short message, using the code.
- V: Exchange papers, and read neighbor's message. (There will be complaints on inability to reproduce and read symbols, as well as spacing.)
- VI: Have a brief discussion on attributes of a self-made code. (Simplicity, neatness!)
- VII: Motivate for next lesson when child will produce his own code.





HERE IS A HIDDEN MESSAGE.

| a                                                                                 | b                                                                                 | c                                                                                 | d                                                                                 | e                                                                                 | f                                                                                 | g                                                                                 | h                                                                                 | i                                                                                 | j                                                                                  | k                                                                                   | l                                                                                   | m                                                                                   |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  |  |  |  |  |  |  |

| n                                                                                 | o                                                                                 | p                                                                                 | q                                                                                 | r                                                                                 | s                                                                                 | t                                                                                 | u                                                                                 | v                                                                                 | w                                                                                  | x                                                                                   | y                                                                                   | z                                                                                   |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  |  |  |  |  |  |  |

What is the message below?

1.              .

2.                 .

Now write a short message in code for your neighbor.

1.

How did you like using this code? Would you make any changes?

Your  
SECRET  
Code

|   |   |   |
|---|---|---|
| A | B | C |
| D | E | F |
| G | H | I |
| J | K | L |
| M | N | O |
| P | Q |   |
| R | S | T |
| U | V | W |
| X | Y | Z |





**Concept Convergent Production**

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | NFC | NSC | NMU |
| C |     | NSR | NMC |
| R |     | NSS | NMR |
| S | NFT | NST | NMS |
| T | NFI | NSI | NMI |
| I |     |     |     |

**Curricular Objective**

4.4 The child will number the pictures into meaningful sequence.



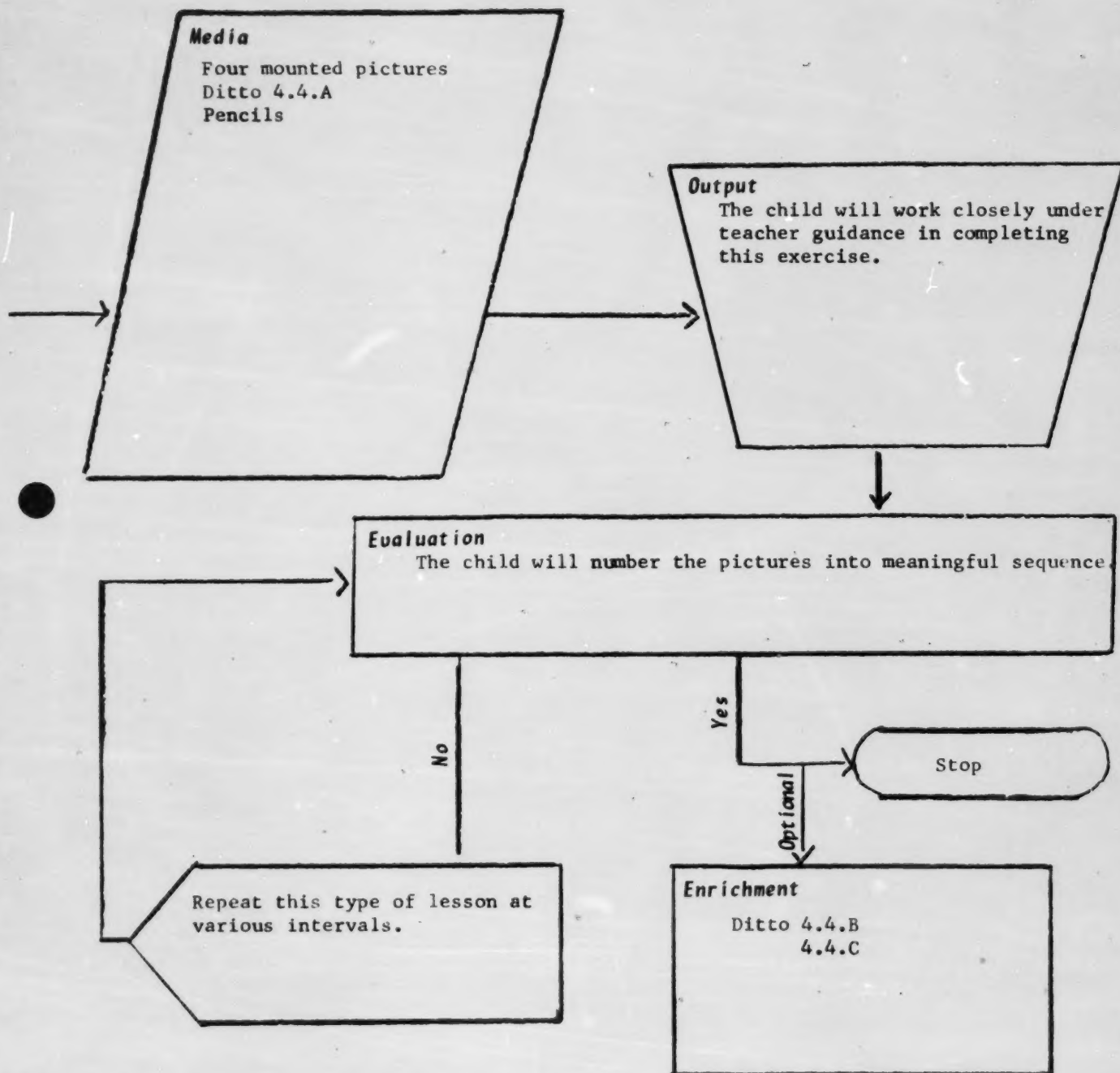
**Input**

The teacher will have mounted four magazine pictures to display to the class (adult-baby-child-teenager). Then proceed to discuss the order in which they happen.

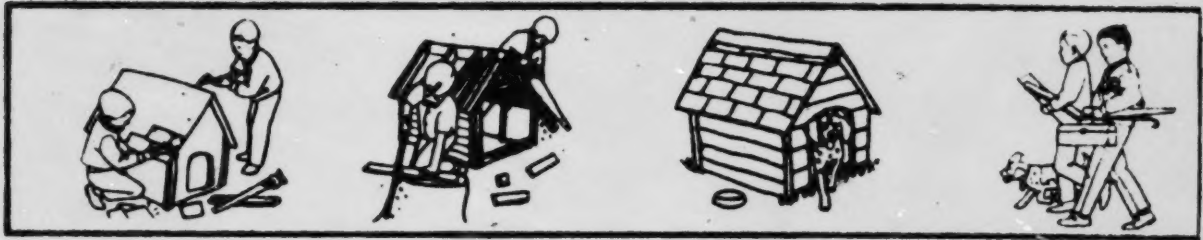
**Learning Opportunities**

- I: Teacher will call for a volunteer to arrange the pictures in correct sequence. Discuss.
- II: Pass out dittoed sheet. (See 4.4.A) Talk over sequence of row one. Have children number below pictures. Check carefully.
- III: Work together another row or two until the children appear secure.
- IV: Proceed independently.
- V: Correct immediately.

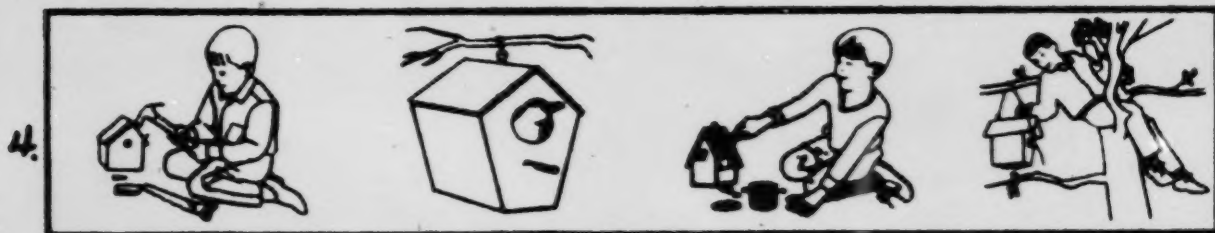




Each row tells a story. However, the pictures are in the wrong order. Write the number below each picture as they happened, 1-2-3-4. We will do the first row together.

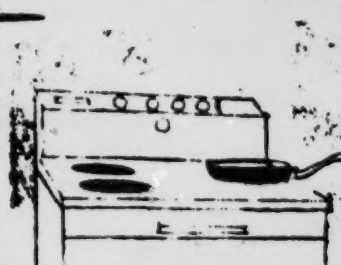


Each row tells a story. However, the pictures are in the wrong order. Write the number below each picture as they happened, 1-2-3-4. We will do the first row together.

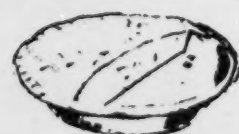


# MIXED-UP STORY

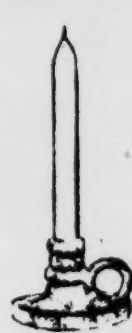
Which happened first? Next? Next? Last? Number 1,2,3,4,5,6.



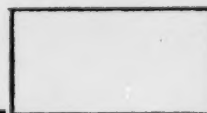
Which was first? Next?  
Next? Last?  
Number 1,2,3,4,5,6



## Mixed-up Story



Which happened first? Next? Next? Next?



Which was made first? Next? Next? Last? Number 1,2,3,4

Which of the following things may  
a child do first? Which does he do  
next? Next? Name them in order 1 - 8.

ride a bicycle \_\_\_ creep \_\_\_  
cry \_\_\_ ride a tricycle \_\_\_  
walk \_\_\_ play ball \_\_\_  
smile \_\_\_ drive a car \_\_\_



|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | DFU | DSU | DMU |
| C | DFC | DSC | DMC |
| R | DFS | DSR | DMR |
| S | DFT | DST | DMT |
| T | DFI | DSI | DMI |

**Concept** Convergent Production

### Curricular Objective

4.5 The child will arrange ideas and words into meaningful sequence.



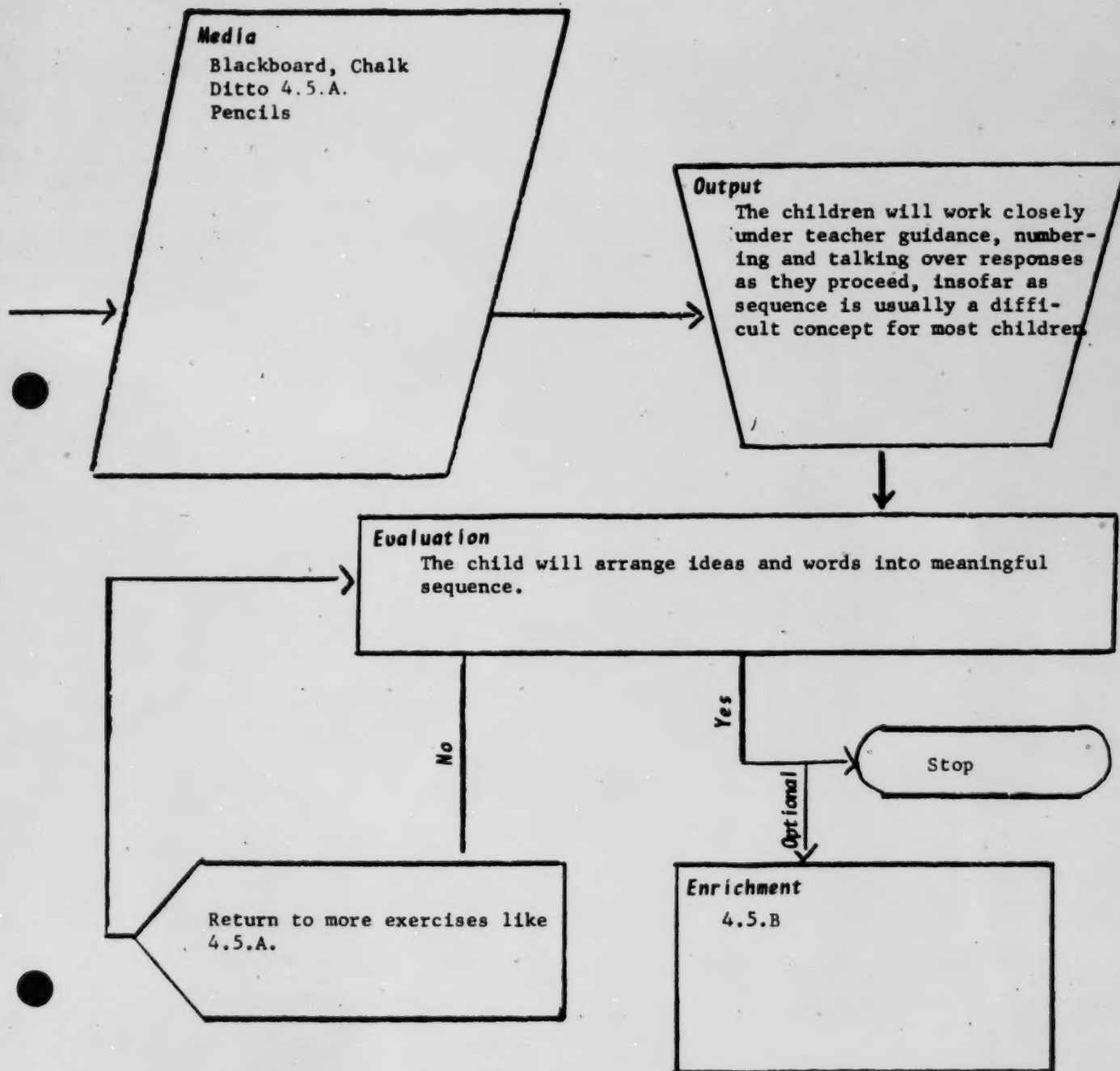
#### Input

Talk about the ability to decide the order in which things happen. Illustrate with familiar fairy tales as: Cinderella lost her slipper, the prince married Cinderella, and Cinderella helped her step sisters dress for the ball.

#### Learning Opportunities

- I: The teacher will proceed with verbal sequence until the children all seem to have the idea.
- II: The teacher will then write three words on the board (as medium, tiny, huge) and ask the children to decide which word means the largest. (Write number 1 below huge.) Which is next largest (write number 2 below medium) and which is smallest (write 3 below tiny).
- III: Pass dittoed sheet (See 4.5.A) and do several groups together.
- IV: The teacher will then read each group, waiting for children to number.  
Evaluate and correct immediately.
- V: Some groups may complete independently.





These objects can be ordered.

Order the objects by writing number 1 for the largest in each group. Write number 2 for the next largest. Continue numbering the other items in the same way.

- |            |       |              |       |              |       |
|------------|-------|--------------|-------|--------------|-------|
| 1. lake    | _____ | 2. quart     | _____ | 3. table     | _____ |
| sea        | _____ | cup          | _____ | sofa         | _____ |
| ocean      | _____ | gallon       | _____ | refrigerator | _____ |
| puddle     | _____ | pint         | _____ | chair        | _____ |
| pool       | _____ | teaspoon     | _____ | sink         | _____ |
|            |       |              |       |              |       |
| 4. week    | _____ | 5. coat      | _____ | 6. elephant  | _____ |
| minute     | _____ | pajamas      | _____ | dog          | _____ |
| day        | _____ | shirt        | _____ | moose        | _____ |
| month      | _____ | shoes        | _____ | lion         | _____ |
| hour       | _____ | handkerchief | _____ | cow          | _____ |
| year       | _____ | dress        | _____ | bird         | _____ |
| second     | _____ | hat          | _____ | man          | _____ |
|            |       |              |       |              |       |
| 7. peach   | _____ | 8. country   | _____ | 9. beehive   | _____ |
| banana     | _____ | county       | _____ | barn         | _____ |
| grape      | _____ | city         | _____ | doghouse     | _____ |
| watermelon | _____ | state        | _____ | henhouse     | _____ |
| coconut    | _____ | town         | _____ | ant hill     | _____ |

Listen very carefully while I tell you a story. <sup>4.5.B</sup>

These sentences tell a story.



Now —

A. Write number 1 in front of the sentence which should come first in the story. Write number 2 in front of the sentence which should follow. Continue numbering the other sentences in the same way.

- \_\_\_\_\_ Soon Chicago burned in one great fire.
- \_\_\_\_\_ The pile of hay caught fire.
- \_\_\_\_\_ The barn caught fire.
- \_\_\_\_\_ Mrs. O'Leary went into the barn with a lantern.
- \_\_\_\_\_ Mrs. O'Leary was a woman who lived in Chicago.
- \_\_\_\_\_ It was dark.
- \_\_\_\_\_ She went out to milk her cow.
- \_\_\_\_\_ The cow kicked the lantern.
- \_\_\_\_\_ The fire spread to other buildings.
- \_\_\_\_\_ Mrs. O'Leary started to milk the cow.

## Concept Convergent Production

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | H   |
| U | NFC | NSC | NMU |
| C |     | NSR | NMC |
| R |     | NSS | NMR |
| S | NFT | NST | NMS |
| T | NFI | NSI | NMT |
| I |     |     | NMI |

### Curricular Objective

4.6 The child will be able to start from a simple word and change letters to form new words.



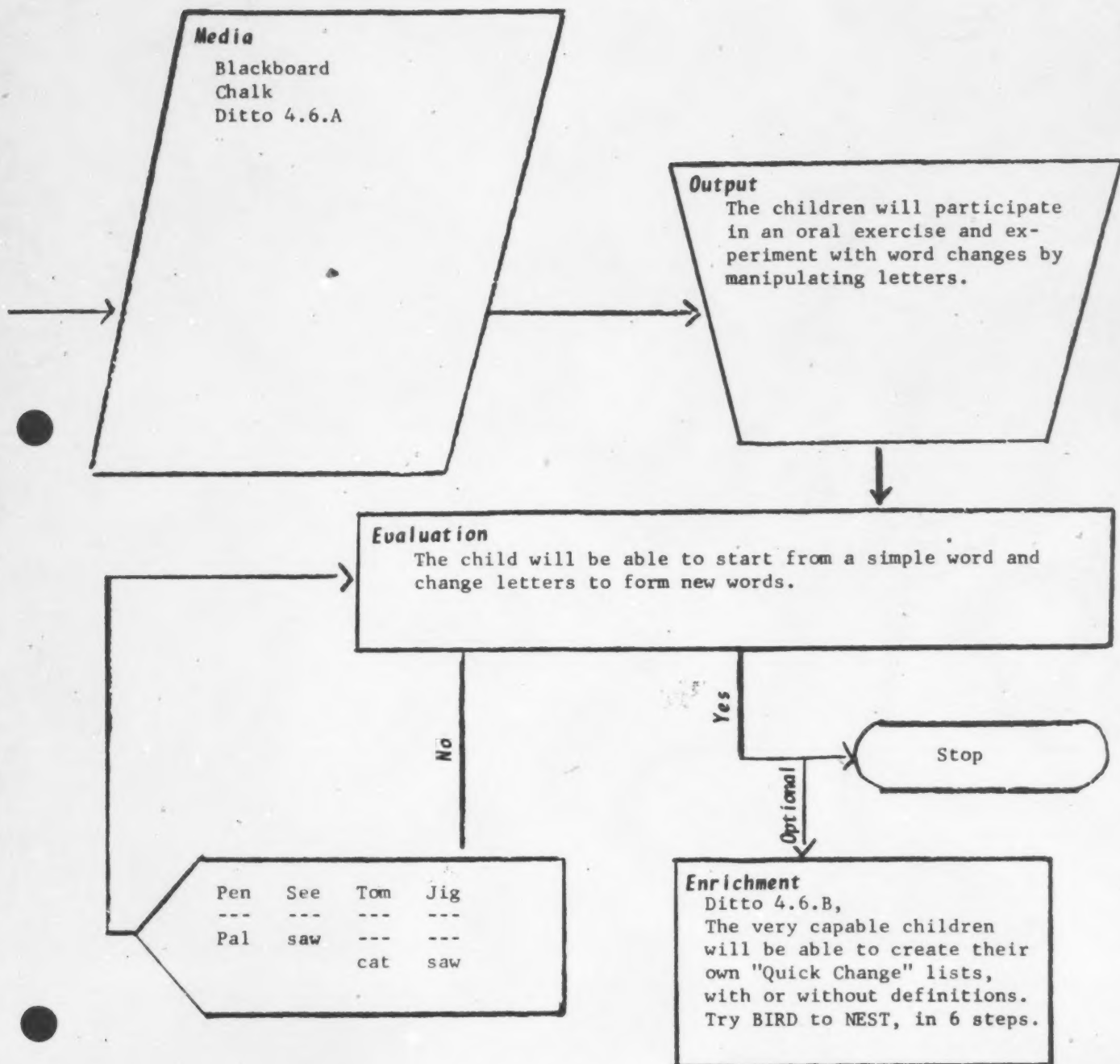
### Input

Discuss how the changing of one short vowel can completely alter a word. Illustrate with PAT, (PIT, POT, PUT, PET) or HIT, (HAT, HOT, HUT) or TICK (TACK, TOCK, TUCK), etc.

Today's word puzzler will require changing a vowel and consonant to develop a completely new word.

### Learning Opportunities

- I: The teacher prints the word SALT on the board. Below it two blanks and then the word CAKE.
- II: Teacher explains that with one letter changed, each row, the word can become CAKE.
- III: Calls for volunteers.
- IV: Experiment with MODE TO SALE, two changes.
- V: Get children to notice that in these particular puzzles one letter remains constant. (Not always so in this type exercise.)
- VI: Pass ditto to complete independently (See 4.6.A.) or, complete orally using blackboard.





# Changing Words

Change one word to another word in three steps by changing one letter at a time. Notice that one letter in the word remains the same throughout all three changes. Example: Change salt into cake. Notice that "a" is the unchanging letter.

SALT  
1. salE  
2. sake  
3. Cake

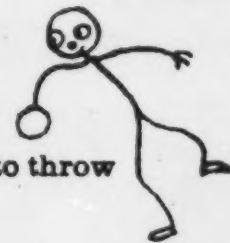
BALK

\_\_\_\_\_

\_\_\_\_\_

something to throw

not short



TAIL

to remain

It is seen at night.



SLAY

\_\_\_\_\_

\_\_\_\_\_

STIR

MILK

\_\_\_\_\_

\_\_\_\_\_

a measure of distance

a very little bit

BITE



having great length

having no company

SONG

\_\_\_\_\_

\_\_\_\_\_

LOSE

# Word Fun

Change one word to another word in three steps by changing one letter at a time. Notice that one letter in the word remains the same throughout all three changes. Example: Change mode into sale. Note that the "e" is the unchanging letter.

coal

\_\_\_\_\_

An item of warm clothing

\_\_\_\_\_

a vessel for traveling on water

boot



deer

\_\_\_\_\_

term of affection

\_\_\_\_\_

a business transaction

seal



dime

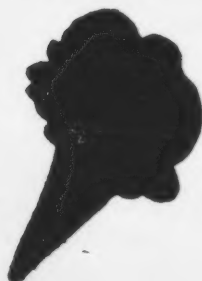
\_\_\_\_\_

a high curved roof or ceiling

\_\_\_\_\_

to advance forward or to \_\_\_\_\_

cone



road

\_\_\_\_\_

a highway

\_\_\_\_\_

"Can you \_\_\_\_\_ that book?"

reed

## EXAMPLE

mode

1. moLe

2. SoLe

3. sAle

Change LOUD to SOFT by changing  
one letter at a time

LOUD



\_\_\_\_\_

A ruler or governor

\_\_\_\_\_

To cross a stream

\_\_\_\_\_

A protective structure

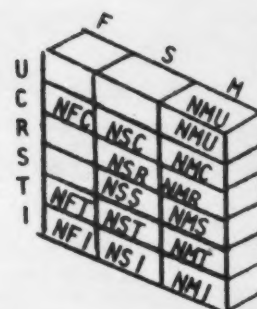
\_\_\_\_\_

To separate and place in classes

SOFT



**Concept** Convergent Production



**Curricular Objective**

4.7 The child will learn the directional pattern of a word wheel and make a correct choice of answer by recall from his vocabulary.

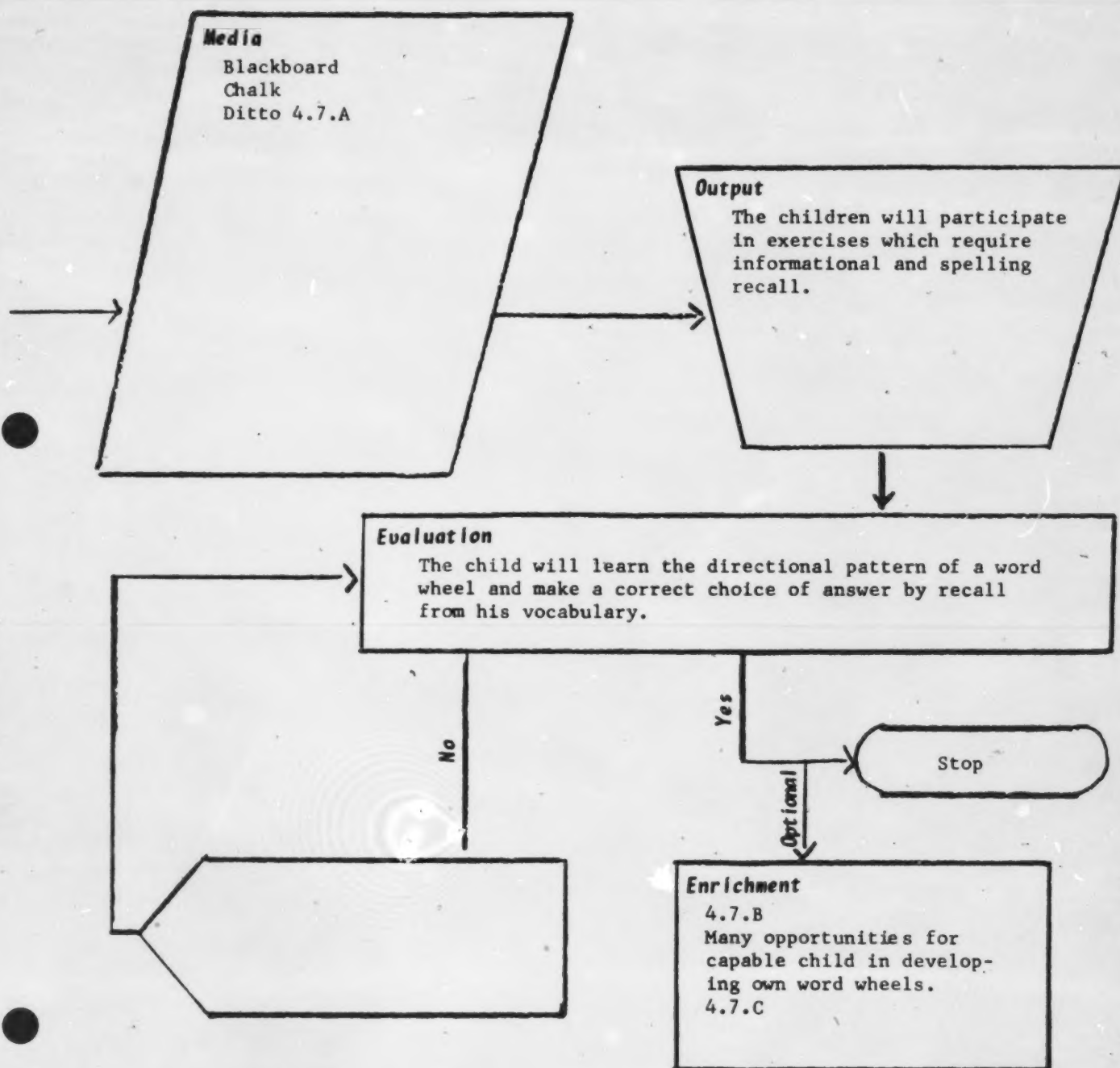


**Input**

Talk with children about the wheel and together develop a definition for a wheel. Bring out the ideas of a starting point on the wheel and return. (They may be interested in learning how the wheel was developed.)

**Learning Opportunities**

- I: The teacher draws a word wheel on the board (see 4.7.A).
- A: Calls for volunteer for any short word, placing number 1 at beginning.
- B: Noting last letter of word just recorded in wheel, ask for word that begins with that letter. Place number 2 at beginning of new word.
- C: Continue words and numbers, with the last letter of each word as first letter of next word.
- II: Pass ditto 4.7.A. Complete top section together.
- III: Depending on ability, work bottom half of ditto as group or independently.





## WORD WHEEL

Look for 4-letter words in the wheel. Start at letter H and spell out 4-letter words. Do not skip over any letters. Go clock-wise. The last letter of each word will be the first letter of the next word.

4.7.A



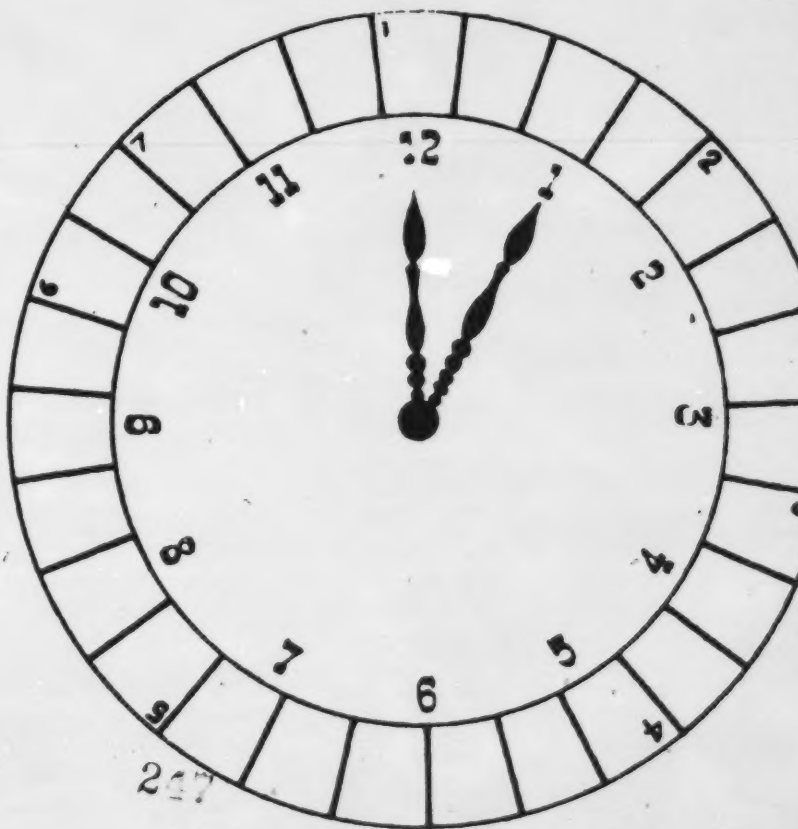
Your list of words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

## TIME WORD WHEEL

All the words in this puzzle are about time. The last letter of each word becomes the first letter of the next word.

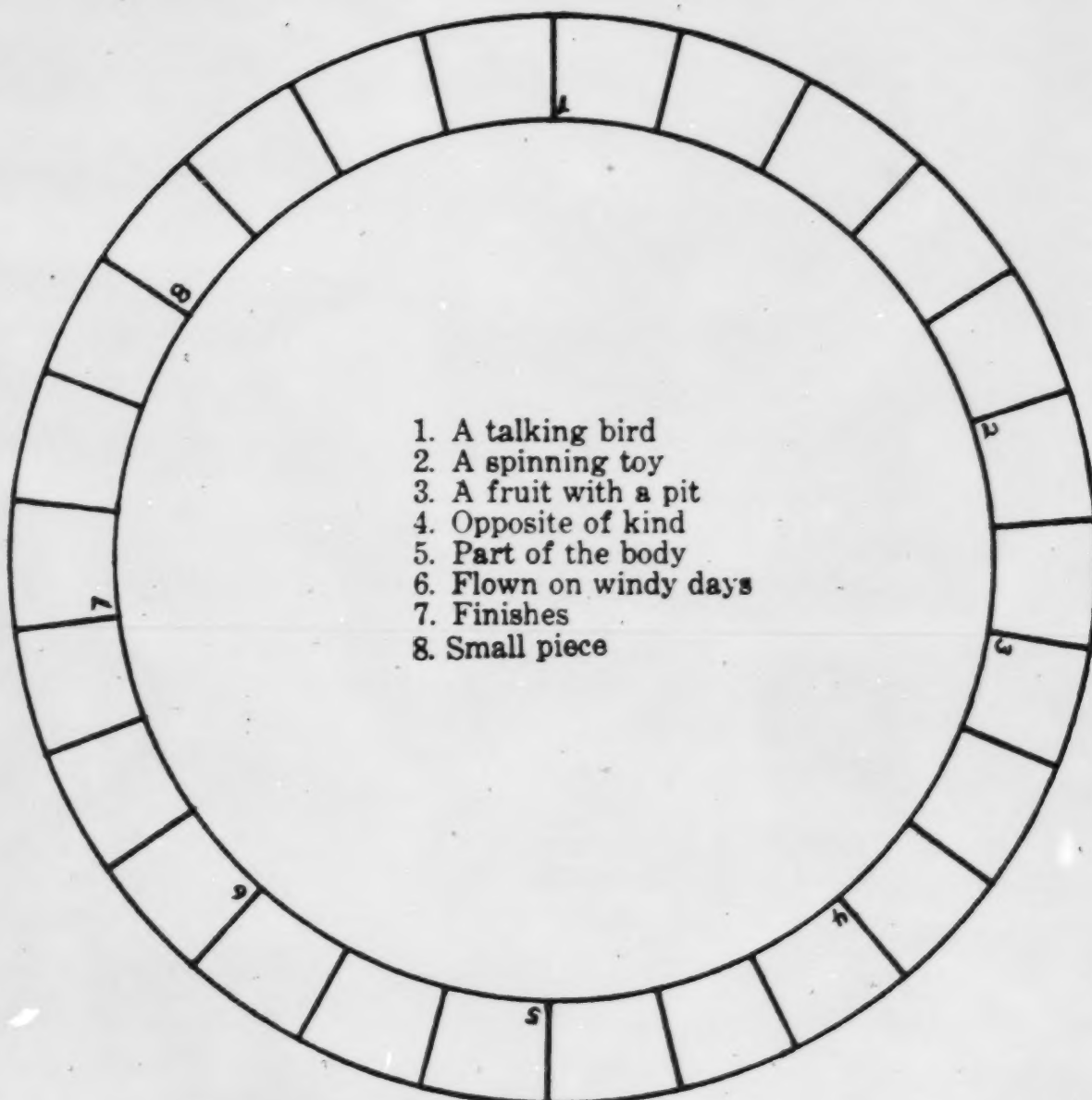
1. The length of time a ruler rules his kingdom
2. The clock shows five minutes past mid \_\_\_\_\_
3. The length of time a president is in office
4. An hour has sixty \_\_\_\_\_
5. Some clocks have a \_\_\_\_\_ hand.
6. One seventh of a week
7. A \_\_\_\_\_ has twelve months.



# CIRCLE FUN

Start with space 1. Fill in the words defined inside of the circle. The last letter of each word becomes the first letter of the next.

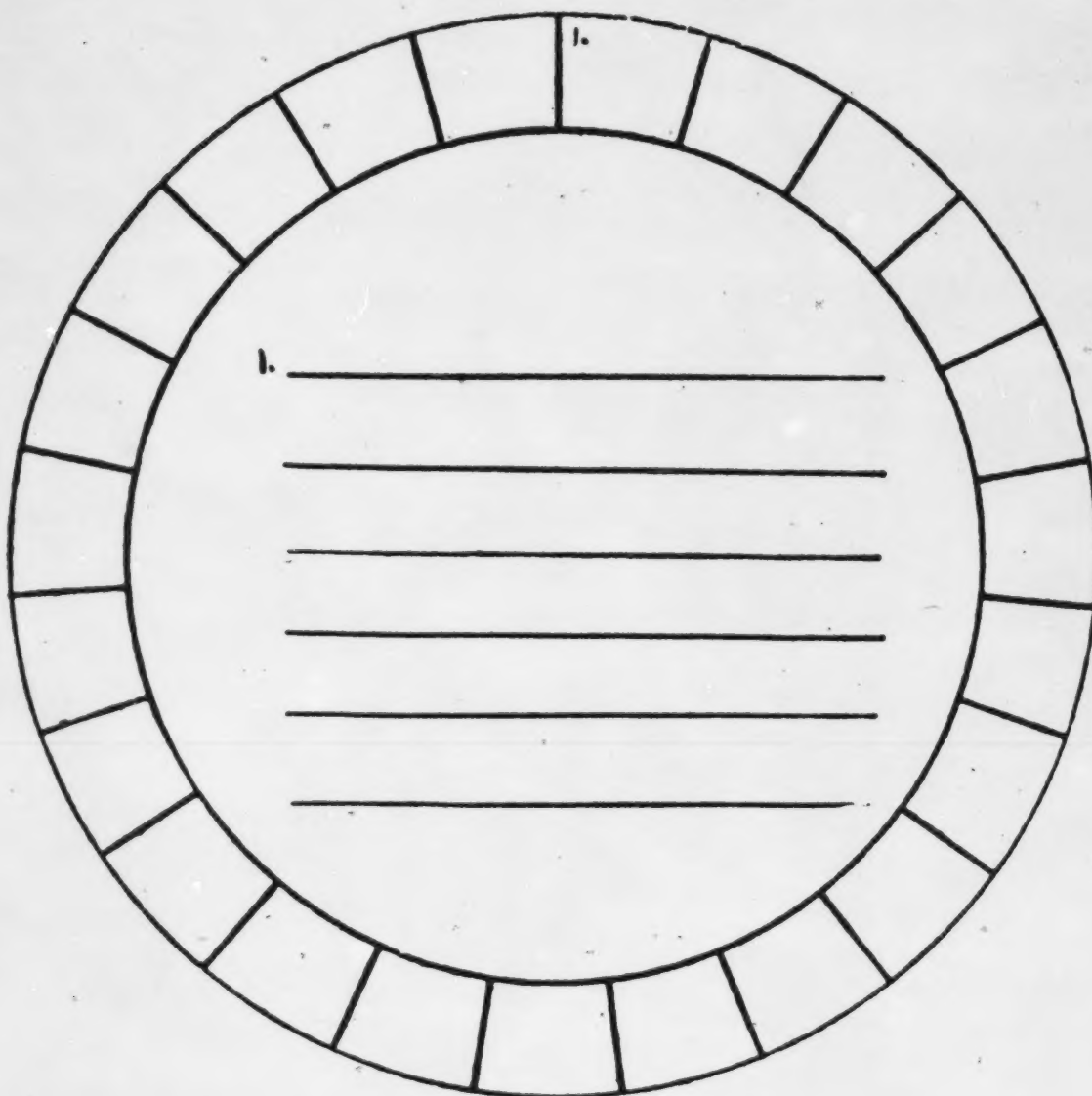
Can you go around in one try?



AROUND WE GO

Make a Word-Wheel for a friend.

Start with Number 1. Lightly print in a short word. Number 2 word will begin with the last letter of that word, and so on. Nouns are easier to start with. Write short definitions as you proceed. When you are done, erase your letters and give it to a friend to work.




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## Concept Evaluation

|   |     |     |     |
|---|-----|-----|-----|
|   | F   | S   | M   |
| U | EFU | ESU | EMU |
| C | ECU | ESC | ECM |
| R | ESR | ESC | EMR |
| S | ESS | ESM | EMS |
| T | EST | ESM | EMT |
| I | ESI | ESI | EMI |

### Curricular Objective

5.1 The child will observe a group of similar figures and number them from smallest to largest.



### Input

The teacher requests five boys to volunteer to come to front of classroom. Discuss the obvious likes about them. (As, two arms, two legs, head etc.) Discuss obvious differences. (As, color of eyes, hair, size.) Suggest that the children should mentally arrange them 1-5 in order of height. Then have a volunteer move them.

Introduce the word evaluate and see if they can produce a definition.

### Learning Opportunities

I: Pass ditto. (See 5.1.A)

II: Ask children to look at row one.

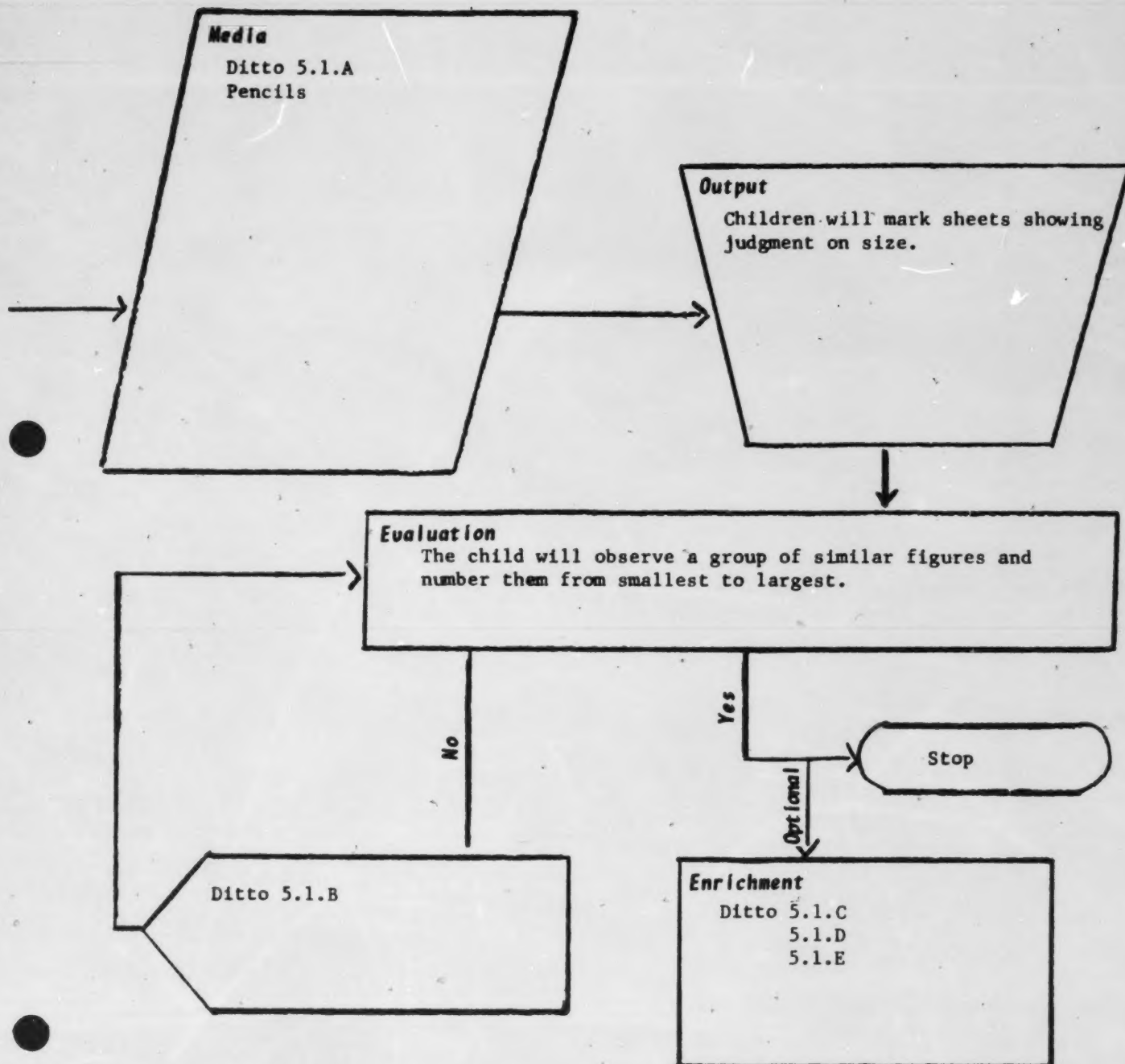
A: Explain that they are to evaluate which is smallest, next smallest etc.

B: Number below figure.

III: Check row 1 carefully.

IV: Proceed independently.

V: Check responses together.

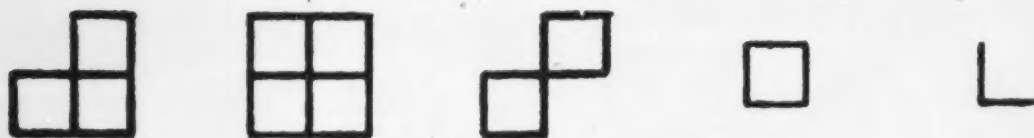




WHICH IS THE SIMPLEST?

In each line, write number 1 under the simplest figure. Write number 2 under the figure which should come next. Continue numbering the other figures in the same way.

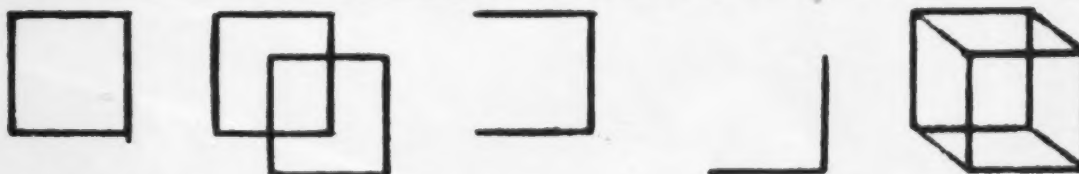
1.



2



3



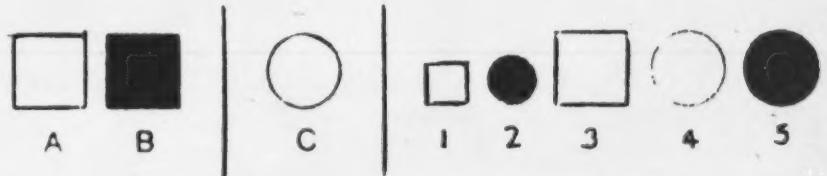
4



5



IN THIS EXAMPLE, NUMBER FIVE IS THE CORRECT ANSWER  
B CHANGES BY SHADING, SO C CHANGES BY SHADING, ALSO



Try some! Circle the answer you think is correct.

|   |                                                                                          |                                                                                          |                                                                                          |                                                                                          |                                                                                           |                                                                                            |                                                                                            |                                                                                            |
|---|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1 | <br>A | <br>B  | <br>C | <br>1  | <br>2 | <br>3 | <br>4  | <br>5  |
| 2 | <br>A | <br>B | <br>C | <br>1 | <br>2 | <br>3 | <br>4 | <br>5 |
| 3 | <br>A | <br>B | <br>C | <br>1 | <br>2 | <br>3 | <br>4 | <br>5 |
| 4 | <br>A | <br>B | <br>C | <br>1 | <br>2 | <br>3 | <br>4 | <br>5 |
| 5 | <br>A | <br>B | <br>C | <br>1 | <br>2 | <br>3 | <br>4 | <br>5 |
| 6 | <br>A | <br>B | <br>C | <br>1 | <br>2 | <br>3 | <br>4 | <br>5 |

# REASON TEASIN'

IN THESE LOGIC PUZZLES, FIGURE A CHANGES TO B  
LIKE C CHANGES TO WHAT NUMBER?



|   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |
|---|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1 |    |    |    |    |    |    |    |    |
|   | A                                                                                   | B                                                                                   | C                                                                                   | 1                                                                                   | 2                                                                                    | 3                                                                                     | 4                                                                                     | 5                                                                                     |
| 2 |    |    |    |    |    |    |    |    |
|   | A                                                                                   | B                                                                                   | C                                                                                   | 1                                                                                   | 2                                                                                    | 3                                                                                     | 4                                                                                     | 5                                                                                     |
| 3 |   |   |   |   |   |   |   |   |
|   | A                                                                                   | B                                                                                   | C                                                                                   | 1                                                                                   | 2                                                                                    | 3                                                                                     | 4                                                                                     | 5                                                                                     |
| 4 |  |  |  |  |  |  |  |  |
|   | A                                                                                   | B                                                                                   | C                                                                                   | 1                                                                                   | 2                                                                                    | 3                                                                                     | 4                                                                                     | 5                                                                                     |
| 5 |  |  |  |  |  |  |  |  |
|   | A                                                                                   | B                                                                                   | C                                                                                   | 1                                                                                   | 2                                                                                    | 3                                                                                     | 4                                                                                     | 5                                                                                     |
| 6 |  |  |  |  |  |  |  |  |
|   | A                                                                                   | B                                                                                   | C                                                                                   | 1                                                                                   | 2                                                                                    | 3                                                                                     | 4                                                                                     | 5                                                                                     |
| 7 |  |  |  |  |  |  |  |  |
|   | A                                                                                   | B                                                                                   | C                                                                                   | 1                                                                                   | 2                                                                                    | 3                                                                                     | 4                                                                                     | 5                                                                                     |

WHICH IS THE SMALLEST?

In each line, write number 1 under the smallest figure. Write number 2 under the figure which should come next. Continue numbering the other figures in the same way.

1.



2.



3.



4.



5.

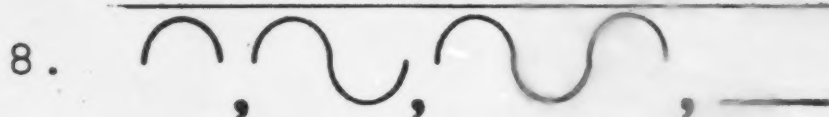
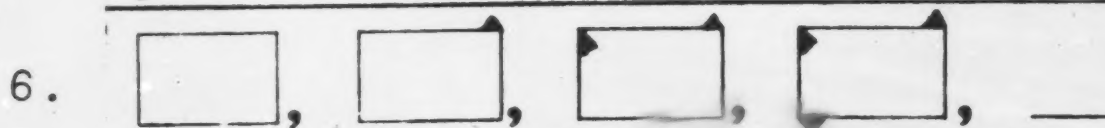
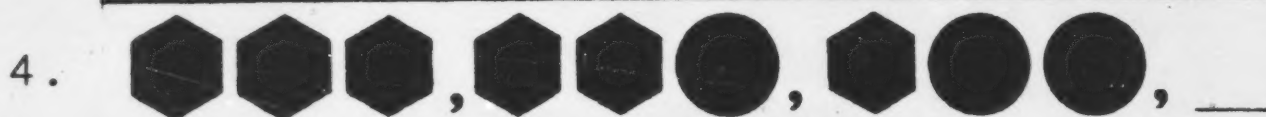


6.

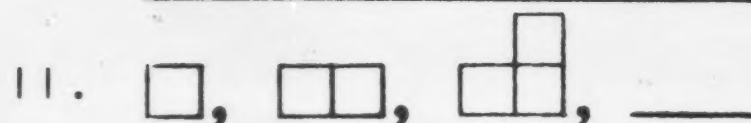


WHAT COMES NEXT? In each group, look at the steps across and tell what comes next.

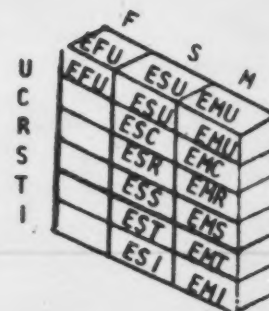
1. 5, 10, 15, 20, —



10. 2, 4, 6, 8, 10, —







Concept Evaluation  
(Analogies)

### Curricular Objective

5.2 The child will be able to find the relationship between two words and then apply the same thinking to new words.

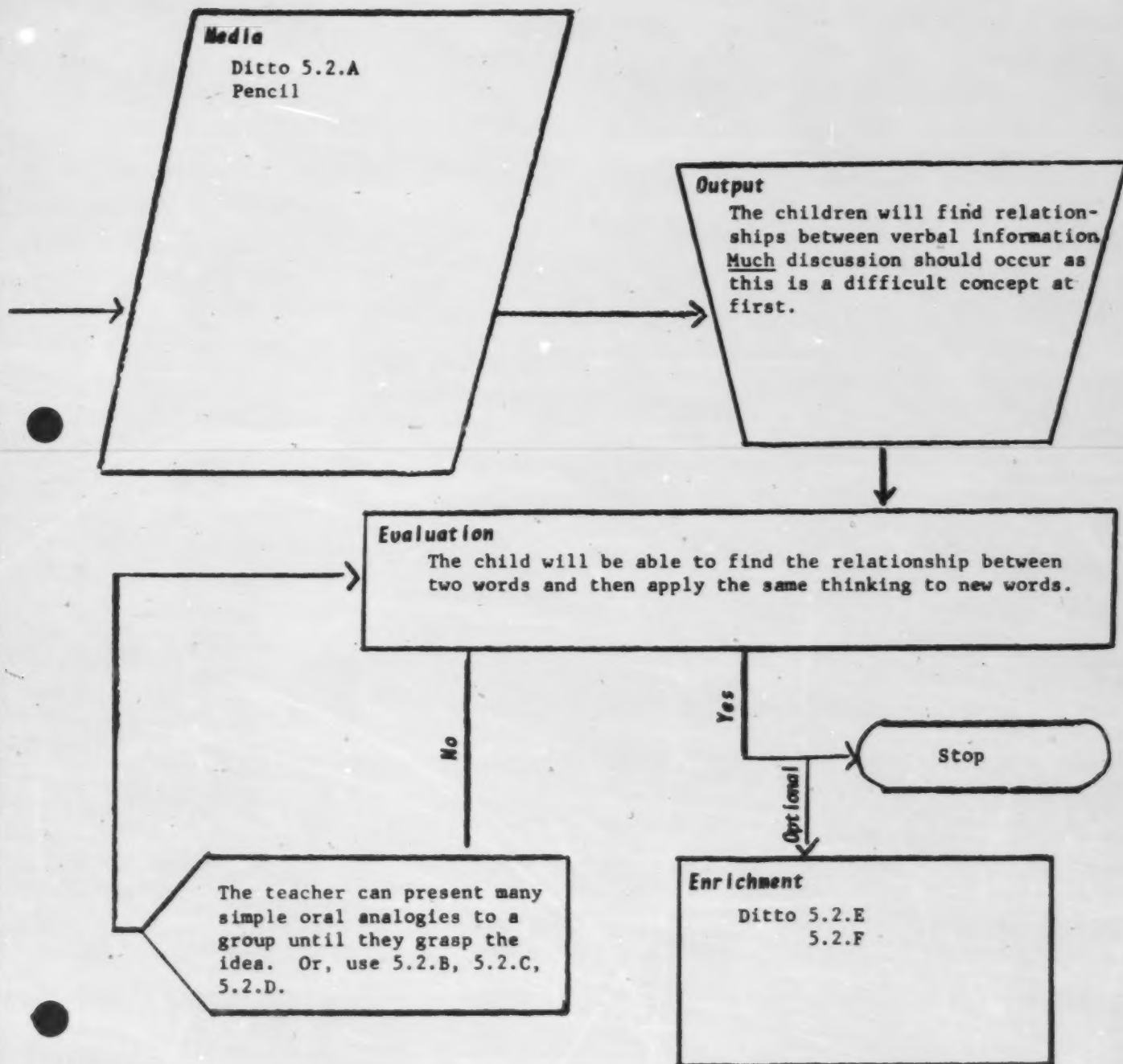


### Input

Ask the children how many like riddles. Perhaps several will volunteer to tell one. Lead into the fact that today's lesson is rather like that. Such as: a kitten is to a cat, as a \_\_\_\_\_ is to a dog. Or, hair is to a person as \_\_\_\_\_ are to a bird. Then write the word analogy on the blackboard.

### Learning Opportunities

- I: The teacher passes dittoes to children (See 5.2.A)
- II: Read sentence 1 together.
  - A: Ask why car and road go together.
  - B: Carry the relationship idea over to complete the statement.
- III: Continue exercise as group exercise until children are secure.
  - A: The whole first lesson may need to be done this way.
- IV: Children may proceed independently if successful.
- V: Check immediately; discuss answers.



## JUST AS

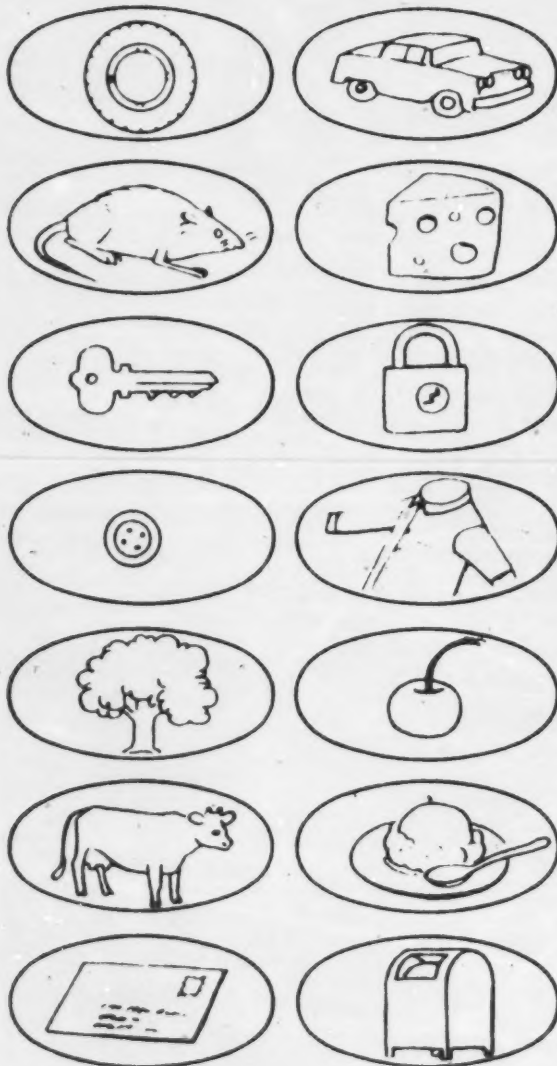
Do this: Read each sentence. Think how the words in the boxes go together. Find a word below the sentence that will go with the underlined word in the same way.

Write the word on the line.

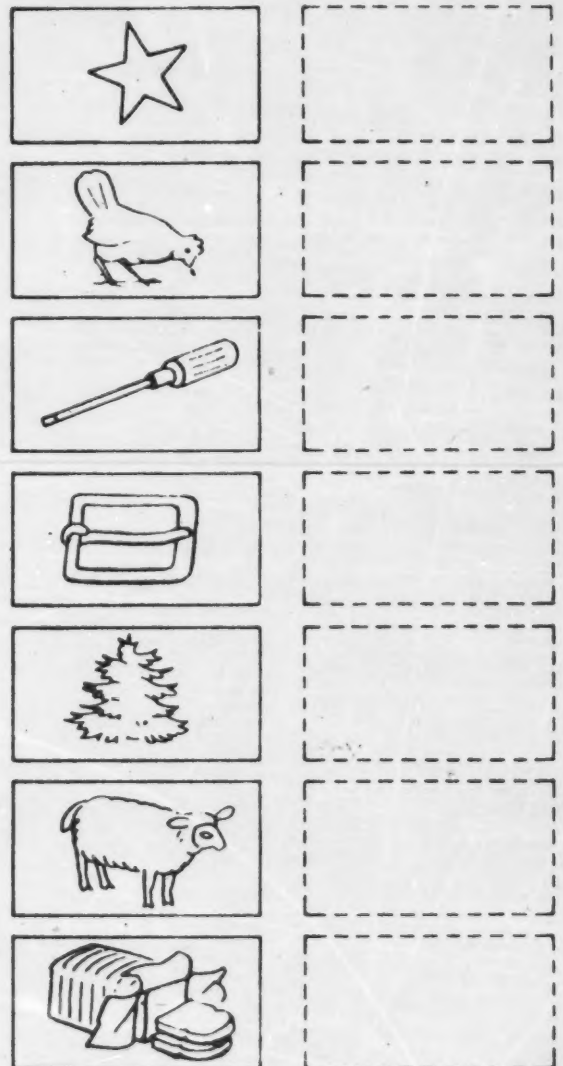
1. [Car] is to [road] just as boat is to \_\_\_\_\_.  
fish, water, man
2. [Dog] is to [animal] just as red is to \_\_\_\_\_.  
green, apple, color.
3. [Cow] is to [barn] just as boy is to \_\_\_\_\_.  
house, girl, family
4. [Work] is to [day] just as sleep is to \_\_\_\_\_.  
night, morning, bed
5. [Dog] is to [run] just as bird is to \_\_\_\_\_.  
walk, fly, run
6. [Apple] is to [tree] just as egg is to \_\_\_\_\_.  
barn, basket, hen
7. [Door] is to [house] just as nose is to \_\_\_\_\_.  
head, long, red
8. [Baby] is to [man] just as kitten is to \_\_\_\_\_.  
house, farm, cat
9. [Girl] is to [boy] just as last is to \_\_\_\_\_.  
soon, first, next
10. [Shoe] is to [foot] just as hat is to \_\_\_\_\_.  
woman, pretty, head
11. [Toy] is to [ball] just as pet is to \_\_\_\_\_.  
wagon, dog, book

Name \_\_\_\_\_

Look at each row of pictures. Think how the pictures in the two ovals belong together.



Find a picture below that will go with the picture in the box in the same way. Put the picture or its number beside the box with which it belongs.



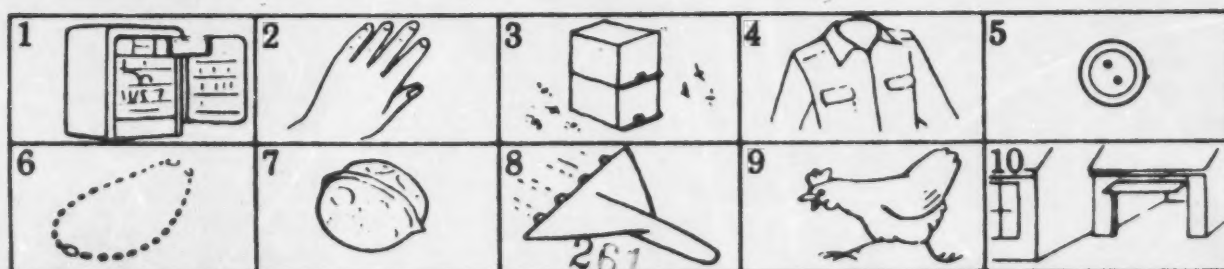
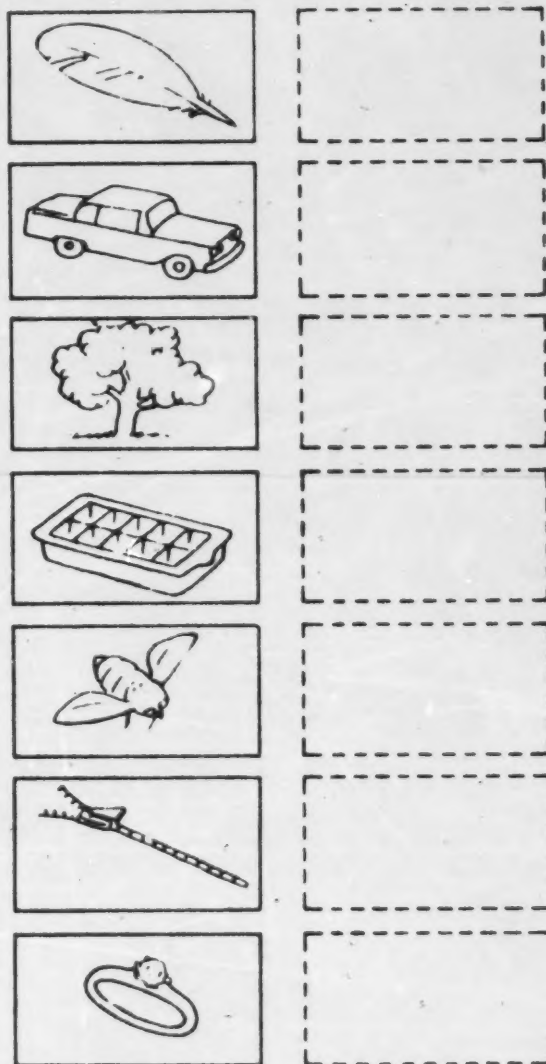
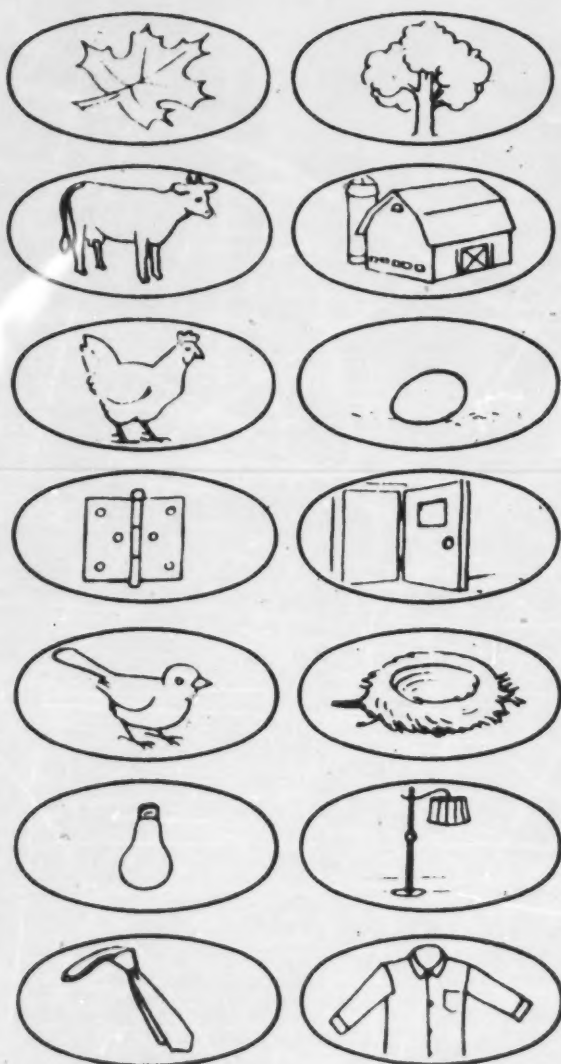


Name \_\_\_\_\_

3.2.0

Look at each row of pictures. Think how the pictures in the two ovals belong together.

Find a picture below that will go with the picture in the box in the same way. Put the picture or its number beside the box with which it belongs.

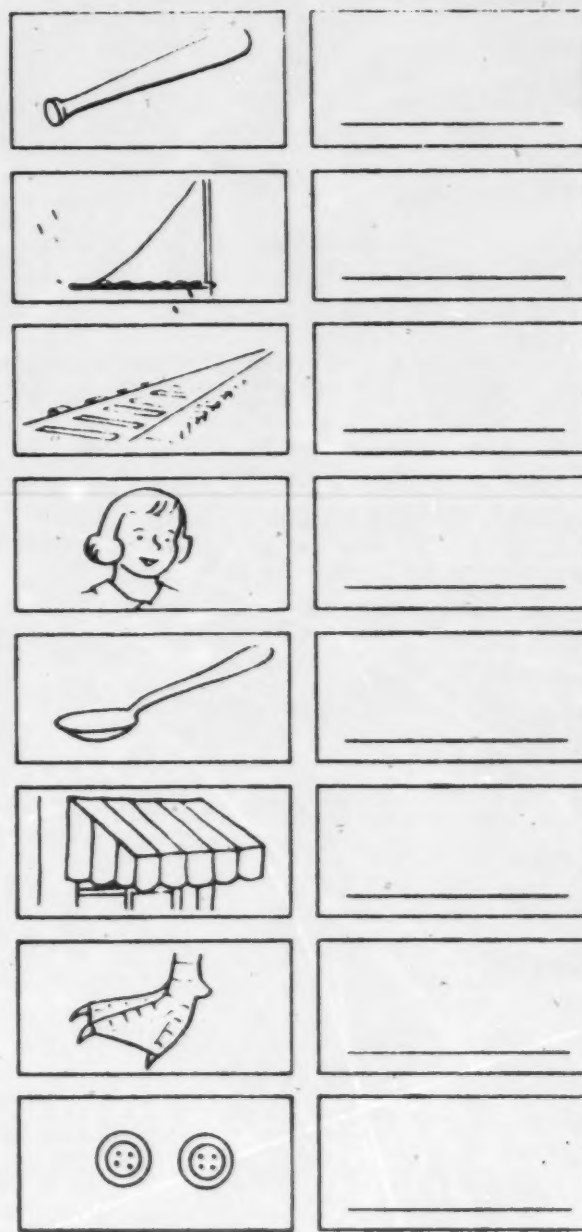
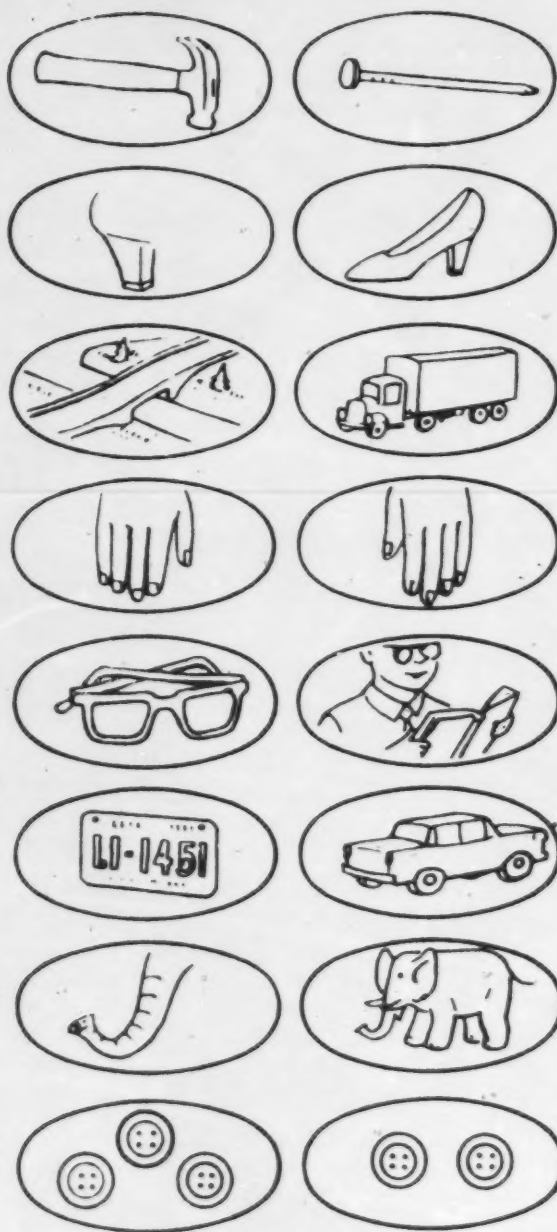




Name \_\_\_\_\_

Look at each row of pictures. Think how the pictures in the two ovals belong together. Then find a word in the WORD BOX

that will go with the picture in the box in the same way. Write the word in the box beside the picture above with which it belongs.



WORD BOX

boat  
onehouse  
balltrain  
threeyellow  
boyduck  
eat

## JUST AS

Read each sentence. Think how the words in the boxes belong together. Find a word below the sentence that will go with the underlined word in the same way. Write the word on the line.

1. **Cage** is to **bird** just as fence is to \_\_\_\_\_  
yard                  field                  cows
2. **Burn** is to **fire** just as cut is to \_\_\_\_\_  
saw                  paper                  wood
3. **Sign** is to **read** just as bell is to \_\_\_\_\_  
call                  hear                  noise
4. **Dress** is to **silk** just as letter is to \_\_\_\_\_  
read                  write                  paper
5. **Before** is to **after** just as on is to \_\_\_\_\_  
off                  far                  go
6. **Corn** is to **grow** just as basket is to \_\_\_\_\_  
buy                  use                  make
7. **Time** is to **when** just as place is to \_\_\_\_\_  
put                  where                  building
8. **Much** is to **little** just as far is to \_\_\_\_\_  
near                  away                  off
9. **Hat** is to **clothes** just as penny is to \_\_\_\_\_  
one                  money                  buy
10. **Keep** is to **give** just as always is to \_\_\_\_\_  
never                  forever                  sometimes
11. **Man** is to **uncle** just as neighbors is to \_\_\_\_\_  
near                  friends                  people
12. **Large** is to **big** just as happy is to \_\_\_\_\_  
glad                  laugh                  funny
13. **Three** is to **five** just as five is to \_\_\_\_\_  
three                  seven                  ten
14. **Pretty** is to **beautiful** just as better is to \_\_\_\_\_  
fine                  more                  best

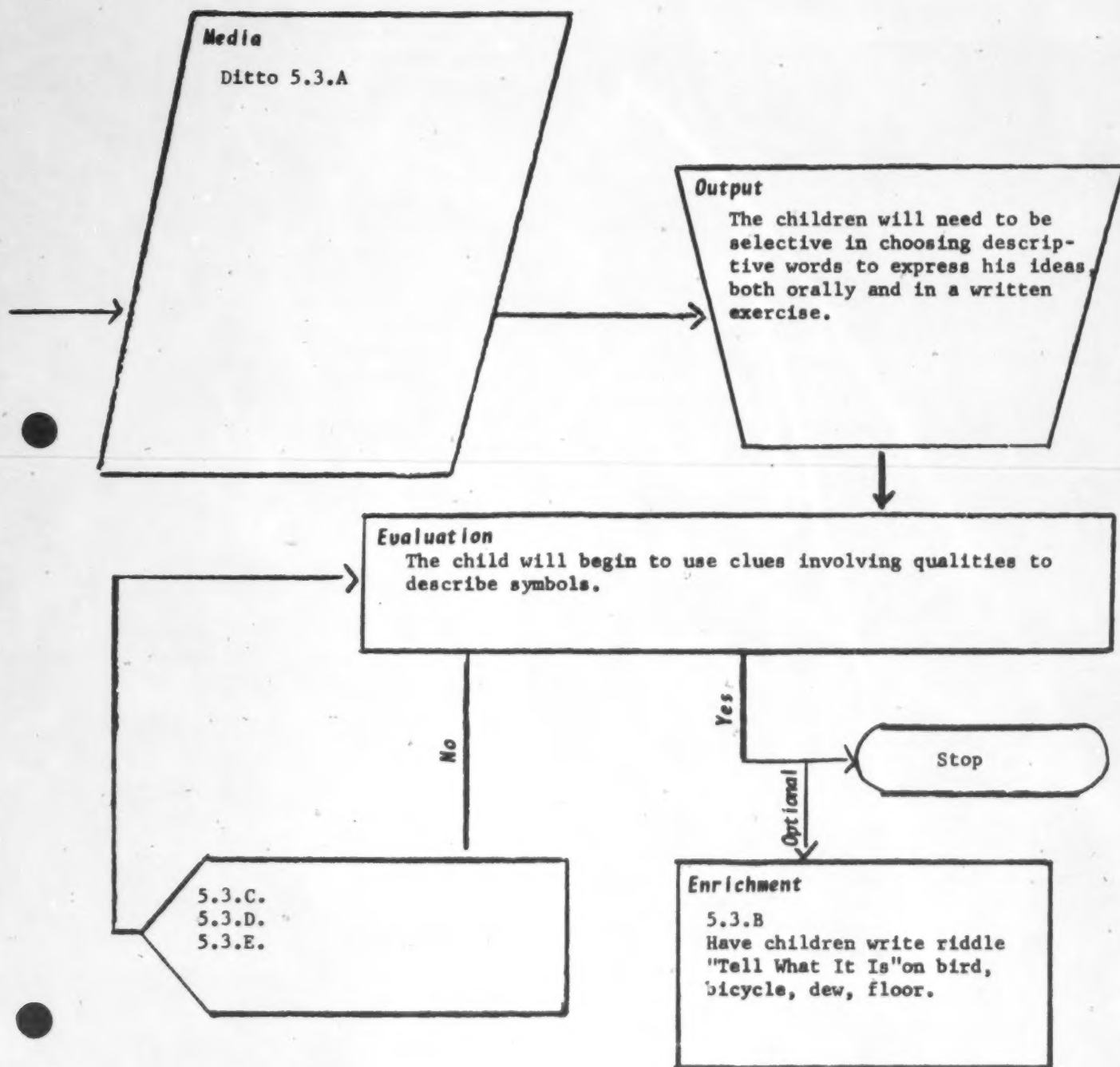
## JUST AS

Read each sentence. Think how the words in the boxes belong together. Find a word below the sentence that will go with the underlined word in the same way. Write the word on the line.

1. **Head** is to **foot** just as take is to \_\_\_\_\_  
give bring use
2. **Egg** is to **hen** just as seed is to \_\_\_\_\_  
field garden tree
3. **Door** is to **house** just as spring is to \_\_\_\_\_  
bed high jump
4. **Streetcar** is to **city** just as elephant is to \_\_\_\_\_  
large circus animal
5. **Bus** is to **people** just as truck is to \_\_\_\_\_  
things car store
6. **Bedroom** is to **sleep** just as store is to \_\_\_\_\_  
money buy food
7. **Buzz** is to **bee** just as laugh is to \_\_\_\_\_  
cry noise people
8. **Cat** is to **kitten** just as dog is to \_\_\_\_\_  
puppy animal old
9. **Story** is to **building** just as headlight is to \_\_\_\_\_  
bus front night
10. **Nose** is to **front** just as tail is to \_\_\_\_\_  
animal long back
11. **Farm** is to **field** just as house is to \_\_\_\_\_  
people room live
12. **Pony** is to **animal** just as evergreen is to \_\_\_\_\_  
tree color always
13. **Water** is to **clean** just as wood is to \_\_\_\_\_  
paint trees build
14. **Stop** is to **bus** just as station is to \_\_\_\_\_  
train boat airplane









EACH PICTURE HAS ITS OWN SET OF CLUES.

Write all the clues you can  
think of for an APPLE \_\_\_\_\_



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Write all the clues you can  
think of for a DOG. \_\_\_\_\_



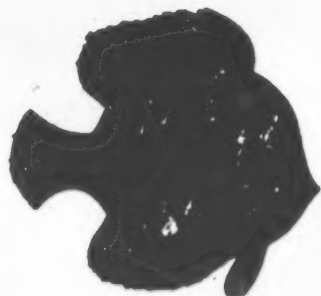
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Write all the clues you can  
think of for a FISH. \_\_\_\_\_



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What clues lead to each answer?

Clue 1 has a cover

Clue 2 \_\_\_\_\_

Clue 3 \_\_\_\_\_

Clue 4 \_\_\_\_\_

Clue 5 \_\_\_\_\_

Clue 6 \_\_\_\_\_

Clue 7 \_\_\_\_\_

answer book

Clue 1 \_\_\_\_\_

Clue 2 \_\_\_\_\_

Clue 3 \_\_\_\_\_

Clue 4 \_\_\_\_\_

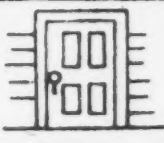
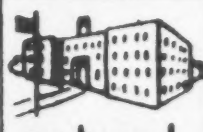
Clue 5 \_\_\_\_\_

Clue 6 \_\_\_\_\_

Clue 7 \_\_\_\_\_

answer cat

## PICTURE DICTIONARY

|   |              |                |               |                |              |              |
|---|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 1 | <br>airport  | <br>bus        | <br>dog       | <br>helicopter | <br>pig      | <br>stove    |
| 2 | <br>banana   | <br>cake       | <br>doll      | <br>house      | <br>pilot    | <br>sweater  |
| 3 | <br>bed      | <br>can        | <br>door      | <br>key        | <br>puppet   | <br>tail     |
| 4 | <br>bicycle | <br>car       | <br>duck     | <br>kitten    | <br>road    | <br>toys    |
| 5 | <br>bird   | <br>cherries | <br>farm    | <br>ladder   | <br>rocket | <br>train  |
| 6 | <br>boat   | <br>circus   | <br>feather | <br>mirror   | <br>saw    | <br>tree   |
| 7 | <br>box    | <br>clock    | <br>girl    | <br>monkey   | <br>school | <br>water  |
| 8 | <br>boy    | <br>clown    | <br>hat     | <br>mouse    | <br>store  | <br>window |

Name \_\_\_\_\_

5.3.D

From the PICTURE DICTIONARY, choose the answers for this page. The name under the picture will help you write the answer. Write the answer where it belongs on this page.

1. They can run but cannot see.

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2. They can laugh.

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3. We see feathers on them.

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4. They can eat but cannot laugh.

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5. They are house pets.

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6. All houses and stores have them.

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From Reading-Thinking Skills, Primer 2, Continental Press

Name \_\_\_\_\_

J.J.E

From the PICTURE DICTIONARY, choose the answers for this page. The name under the picture will help you write the answer where it belongs on this page.

1. They have a tail

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2. A pilot may go up in them.

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3. Boys and girls put them on.

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4. They have a door.

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5. They cannot eat but we put them in a house to help.

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